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ABSTRACT

This addendum, developed at the request of the U.S. Department of Education, provides information to schools, school districts, states, and others as they plan and implement comprehensive school-reform programs under the Obey-Porter Comprehensive School Reform Demonstration (CSRD) program. The CSRD legislation encourages schools to consider research-based, effective reform models as they develop their comprehensive school-reform programs. This document, which features 20 models, is neither a set of recommended models nor a set of models approved for CSRD funding. Each model was carefully screened by a panel of experts before its inclusion. However, the models are not described in enough detail for school personnel to make fully informed decisions about the models' merits or their applicability to particular school conditions. The examples are presented in two sections: entire-school reform models, and skill- and content-based reform models, which includes reading/language arts, mathematics, science, and other subjects. Each model description features the origin and scope of the program; further information such as results, implementation assistance, costs, student populations, and special considerations are also included. Four appendices list resources and information on components of comprehensive school-reform programs. (Contains 12 references.) (RJM)

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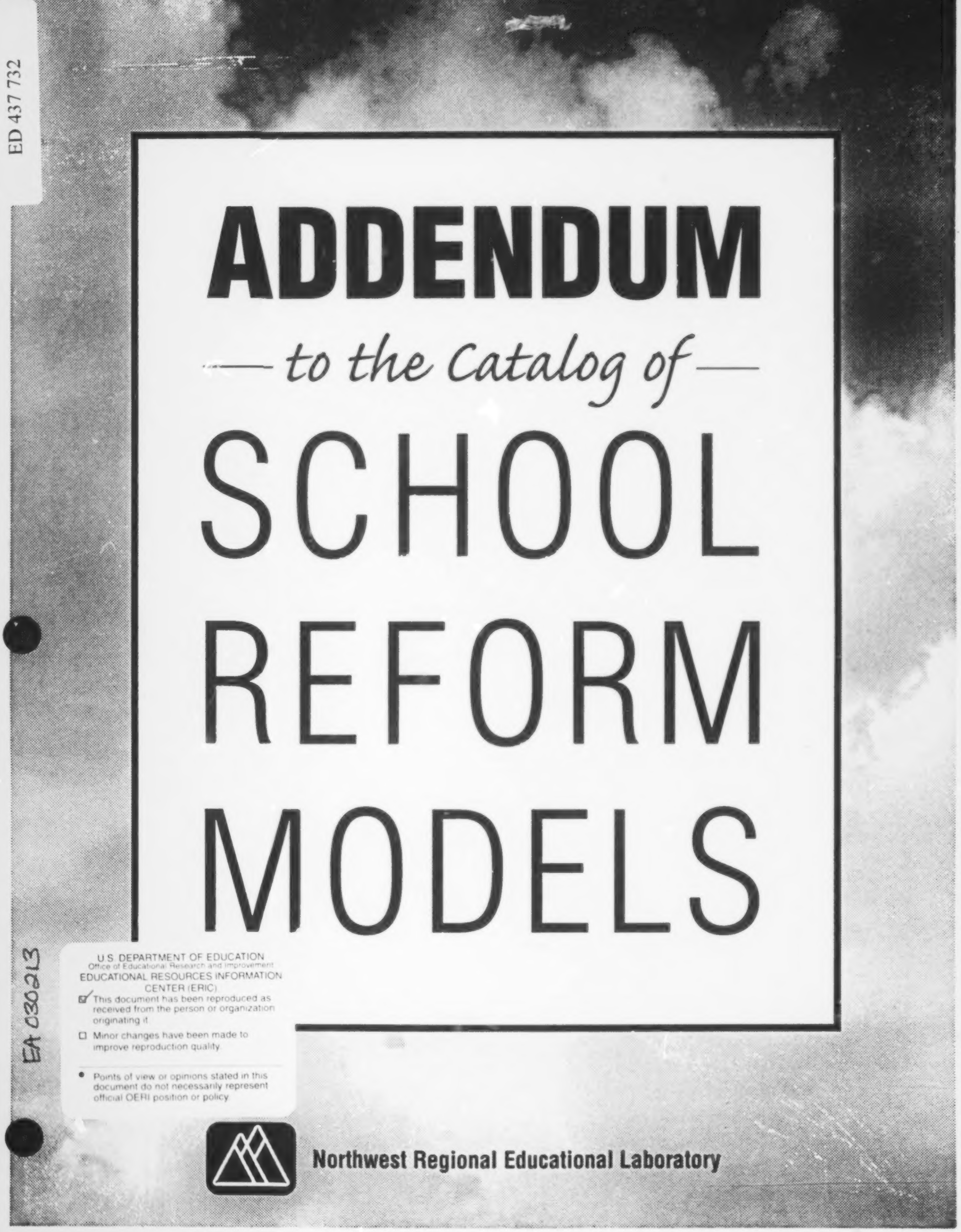

ADDENDUM

— to the Catalog of —

SCHOOL REFORM MODELS

EA 030213

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Northwest Regional Educational Laboratory

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Addendum to the Catalog of School Reform Models

August 1999

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The Northwest Regional Educational Laboratory (NWREL) would like to thank the other nine regional educational laboratories for their help in structuring the review process, developing criteria for inclusion, and reviewing models:

- Appalachia Educational Laboratory (AEL)
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- Mid-continent Regional Educational Laboratory (McREL)
- North Central Regional Educational Laboratory (NCREL)
- Northeast and Islands Laboratory at Brown University (LAB)
- Pacific Resources for Education and Learning (PREL)
- SERVE
- Southwest Educational Development Laboratory (SEDL)
- WestEd

Preface

The *Addendum to the Catalog of School Reform Models* was developed by the Northwest Regional Educational Laboratory (NWREL) at the request of the U.S. Department of Education (ED). It is part of ED's effort to provide information to schools, school districts, states, and others as they plan and implement comprehensive school reform programs under the Obey-Porter Comprehensive School Reform Demonstration program (CSRD).

The CSRD legislation encourages schools to consider research-based, effective reform models as they develop their comprehensive school reform programs. The *Catalog of School Reform Models: First Edition* contained 44 such models in two categories: entire-school models and skill- and content-based models. This addendum adds another 20 models. **Like the original catalog, the addendum is neither a set of recommended models nor a set of models approved for CSRD funding. There is no such list of "approved" models, and NWREL strongly discourages states, districts, or others from using the list to limit the choice of research-based, effective models by schools that apply for funding under the CSRD program.**

The addendum was prepared differently from the original catalog. For the original, writers at NWREL collected materials and interviewed developers of selected well-recognized models. To be considered for the addendum, developers completed an application. The Northwest Regional Educational Laboratory screened the application and supporting materials for completeness and assigned each model to a review panel composed of three representatives from different regional educational laboratories. Panel members first reviewed the materials individually and scored the model against a rubric. Then they discussed their findings in order to arrive at a consensus concerning whether the model met criteria for inclusion. When a model was selected for inclusion, a writer drafted a description of the model based on the application materials. The developer had at least one opportunity to review the description for accuracy prior to publication. As descriptions were completed, they were added to NWREL's catalog Web site (www.nwrel.org/scpd/natspec/catalog/). The addendum collects all 20 models added since the publication of the first edition in March 1998.

We hope the addendum increases the usefulness of the catalog for schools as they select reform models suited to their needs and apply for funding under the CSRD program.

General Introduction

School reform remains at the center of the public agenda even after many years of discussion, legislation, and state and local action. After years of work to improve public education, student achievement is improving but still remains below acceptable levels. This is particularly true for populations who traditionally have been poorly served by our schools. For example, on the 1994 National Assessment of Educational Progress reading assessment, 29% of white fourth graders scored below the "basic" level in reading, but 69% of African American students and 64% of Hispanic students scored this poorly.

At the national and state levels, a multitude of efforts are in progress to set high standards for student learning. State policies are being set to challenge, support, and monitor schools as they work to improve learning for all students. Incentives for improvement and sanctions for continued low performance are being established. At the same time, a number of school reform models across the country are beginning to demonstrate the ability to transform entire schools into high-performing learning centers with challenging academic standards, engaged teachers, and strong parental and community support. With the state standards movement maturing and with increasing numbers of model developers showing data to support the effectiveness of their designs, the stage is set to significantly broaden the impact of comprehensive school reform.

The Comprehensive School Reform Demonstration Program

The Comprehensive School Reform Demonstration program (CSRD), enacted in November 1997, provides financial incentives for schools, particularly Title I schools, to implement comprehensive school reform programs that are based on reliable research and effective practices and that include an emphasis on basic academics and parental involvement. Schools that receive funds are expected to plan and implement programs that integrate, in a coherent fashion, the following nine components as specified in the law (see Appendix B for a fuller description):

- Effective, research-based, replicable methods and strategies
- Comprehensive design with aligned components
- Professional development
- Measurable goals and benchmarks
- Support within the school
- Parental and community involvement
- External technical support and assistance
- Evaluation strategies
- Coordination of resources

Although schools themselves are responsible for developing plans that integrate these nine components, the CSRD legislation encourages them to consider adopting externally developed research-based reform models as a central part of their plan. Because external models vary widely, it is important for schools to choose one that best meets their needs and promises to be most effective in improving student achievement. Therefore, a clear understanding of what constitutes reliable evidence of effectiveness is crucial to schools that are funded under this legislation. Research-based models should be able to provide evidence along four dimensions: (1) the theoretical or research foundation for the model,

(2) evaluation-based evidence of improvement in student achievement, (3) evidence of effective implementation, and (4) evidence of replicability. These dimensions can be defined as follows:

1. A theory explains why a comprehensive model and the practices included in the model work together to produce gains in student performance.
2. Evidence of educationally significant improvement is shown through reliable measures of student achievement in major subject areas after implementation of the model.
3. Implementation is what it takes to make the model fully operational in schools.
4. Replicability means that the model has been implemented in a number of schools.

The best evidence on a model would include information on all four dimensions obtained using professionally acceptable research and evaluation approaches. For a variety of reasons such information is not yet available for many educational reform models. Consensus has yet to be established on the most appropriate instruments for measuring and comparing student achievement. It is also difficult and expensive to conduct long-term, systematic research across multiple sites using rigorous experimental/control group research designs. In considering models to use as the basis for comprehensive reform programs, then, schools, districts, and states need to evaluate the evidence for each dimension provided by the reform models.

Making Decisions About Reform Models

Evidence of effectiveness is crucial, but it is only one factor schools should take into consideration when determining which reform model or models to incorporate into their comprehensive school reform program. To make informed decisions about models, school communities (administrators, teachers, staff, students, parents, and local community members) may need to undertake a process such as the following:

- Assess school needs for instructional improvement and school readiness for reform
- Gain initial information about a number of school reform models
- Deepen understanding of selected models that have a potential match with school reform needs
- Discuss selected models with the full school community
- Focus on a small number of models that have high potential to meet the reform needs of a school and hold in-depth discussions with model developers to determine the extent to which the model/school match is strong and the use of the model is feasible for the school and the developer
- Hold final discussions to confirm the decision to use one or more models and gain commitment to action on the part of the full school community

This decision-making process moves districts and schools from a beginning understanding of their reform needs and a little knowledge about many reform models to a deeper understanding of their needs and a few models. Finally, a school, in collaboration with its district, makes a decision about which, if any, reform model to include in its comprehensive school reform plan. This decision-making process is a learning experience that will play out over several months.

Support for School and District Decision Making

States, regional educational laboratories, and comprehensive regional assistance centers, supported by the U.S. Department of Education, are charged with assisting schools as they develop their comprehensive school reform plans under CSRD. While approaches across the country have varied, some similar types of activities are being conducted:

- The *Catalog of School Reform Models* and this addendum were developed to give schools, districts, and others preliminary information about a variety of school reform models. This information is also available online.
- Events and activities have been organized to bring developers of reform models face to face with school and district personnel to increase knowledge about models.
- Teams of staff members from regional laboratories, comprehensive regional assistance centers, and states have formed to conduct follow-up discussion about various reform models with interested schools and districts.
- Developers of selected models are providing direct training and technical assistance to schools choosing their models.
- Regional teams are facilitating continuing support for schools and assisting schools in monitoring progress.

Support for schools and districts, then, begins with initial printed information and continues as schools develop a fuller understanding of research-based approaches, select or develop their comprehensive plan, achieve successful implementation, and evaluate the impact of comprehensive reform. This type of support will be improved and expanded over the next two years and will be available as long as there is a demand.

Catalog of School Reform Models

The *Catalog of School Reform Models* and the *Addendum to the Catalog of School Reform Models* were developed at the request of the U.S. Department of Education in direct response to the Comprehensive School Reform Demonstration program. The catalog and addendum provide introductory information on models for comprehensive school reform in two categories: *entire-school* models, which provide schools with a framework for change covering most or all aspects of school operations, and *skill- and content-based* models (reading, mathematics, science, and others), which can be used as building blocks for comprehensive reform. Because schools funded under this law are accountable for comprehensive school reform programs, they must choose carefully. The key is to thoroughly assess local needs and develop comprehensive plans that may incorporate one or more external, research-based models that provide maximum local leverage for sustained improvement in student results.

This addendum provides information on 20 models not included in the first edition. Applications from these and other model developers were reviewed by panels of representatives from regional educational laboratories. The panels examined each model on the following criteria: (a) evidence of effectiveness, (b) extent of implementation, (c) capacity to provide training and support, and (d) comprehensiveness. The rubric panel members used to rate the models may be found in Appendix C.

Descriptions of Models

After a model was accepted for inclusion in the addendum, a writer worked with the developer to draft an accurate description of the model. Each description contains the following information:

- ***In Brief:*** Summarizes each model's key components in table format.
- ***Origin/Scope:*** Notes the model's founder, year of origin, and number of schools/states as of the date listed.
- ***General Description:*** Summarizes the model's underlying philosophy, goals, and principles; the curricula, instructional practices, and assessments involved; the organizational changes schools must make; the materials used; and/or other elements that help readers understand the model.
- ***Results:*** Presents evidence of the model's effectiveness in improving student achievement and, secondarily, in improving student performance on other variables such as attendance or behavior.
- ***Implementation Assistance:*** Provides information on the model's strategies for assisting schools through the implementation process.
- ***Costs:*** Offers approximate implementation costs, including dollar figures for the developer's fees and descriptions of typical expenses such as added staff, new computer equipment, travel, and release time for teachers.
- ***Student Populations:*** Reports target populations, locales of existing schools (e.g., urban, rural), and types of students served (e.g., English-language learners).
- ***Special Considerations:*** Highlights important issues, notes key conditions for successful implementation, and alerts school personnel to potential complications.
- ***Selected Evaluations:*** Lists evaluations conducted by the developer and outside researchers. Readers are encouraged to examine these and other evaluations before committing to a model.
- ***Sample Sites:*** Lists up to five schools that can be contacted by readers interested in firsthand impressions of the model.
- ***Contact Information:*** Provides a contact person, address, phone number, fax number, e-mail address, and Web site URL (if available).

Final Comments

Like its precursor, the *Addendum to the Catalog of School Reform Models* is not a list of recommended or approved models for comprehensive school reform. A number of models not included here or in the catalog have research-based approaches and track records in helping schools improve student achievement.

Also, it is important to stress that the models included in this addendum are not described in enough detail for school personnel to make fully informed decisions about their merits or their applicability to particular school conditions. Readers are encouraged to seek additional information such as the review of research on entire-school models found in *An Educator's Guide to Schoolwide Reform* (published by the American Institutes of Research), as well as other publications listed in Appendix A. Readers also should investigate evidence of effectiveness in more detail; seek additional information directly from model developers; and work in collaboration with their state education agency and regional service providers to identify and analyze their own needs for improvement.

Entire-School Reform Models

Introduction: Entire-School Reform Models

Entire-school models are a relatively new and potentially powerful tool for comprehensive school reform. Arising primarily in the last decade, they vary considerably in their approaches. Some provide schools with very specific curricula and instructional strategies. Others offer only general assistance in this area, instead involving school staff in creating their own approaches within a strong process that assures attention to results. All are based in research, provide schools with a common vision, and deal in some way with the critical areas of professional development, school organization, and curriculum and instruction. A particular strength they bring to comprehensive reform is the increased likelihood that all aspects of the reform process will be coordinated across the school.

Center for Effective Schools (K–12)

IN BRIEF Center for Effective Schools	
Developer	Phi Delta Kappa International Center for Effective Schools
Year Established	1986 (originally at Michigan State University)
# Schools Served (Jan. 1999)	more than 1,000
Level	K-12
Primary Goal	to improve the academic achievement of all students
Main Features	a continuous improvement process based upon the precepts that: • all children can and will learn • increased academic achievement is the mark of effectiveness • the unit of change is the individual school within a systemic arena • improvement plans must involve all stakeholders
Results	evidence of improved test scores at selected schools
Impact on Instruction	increased teacher ownership in instructional decision making
Impact on Organization/ Staffing	increased levels of teacher leadership
Impact on Schedule	maximizing of instructional time
Subject-Area Programs Provided by Developer	no
Students Served	
Title I	yes
English-language learners	yes
Urban	yes
Rural	yes
Parental Involvement	parent involvement is central to the process
Technology	off-the-shelf database management software can be used for analysis and tracking
Materials	books, video series, and other materials are provided

Origin/Scope

The Effective Schools Model began with research conducted in the 1970s by Ron Edmonds and others on characteristics, or "correlates," that distinguish unusually effective schools from less effective ones. In 1986, Beverly Bancroft, Larry Lezotte, and Barbara Taylor organized the Center for Effective Schools (CES) at Michigan State University to help schools implement the model's principles. After relocating several times, the Center's headquarters moved in 1995 to Bloomington, Indiana, where it became the Phi Delta Kappa International Center for Effective Schools. (Lezotte, in the meantime, left the Center to form a private company, Effective Schools Products.) Since its inception, CES has served more than 1,000 schools.

General Description

The Effective Schools Model is based on the conviction that all children, regardless of race, socioeconomic status, or gender, can and will learn. The model provides a framework for school reform based on seven correlates, or guiding principles. These correlates, derived from empirical investigations and case studies of schools that have successfully taught the intended curriculum of basic skills to all students, are:

- A clear and focused mission on learning for all
- Instructional leadership
- High expectations for all stakeholders
- Opportunity to learn and student time on task
- Frequent monitoring of student progress
- Safe and orderly environment for learning
- Positive home/school/community relations

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Under the Effective Schools Model, the individual school is viewed as the unit of improvement. Each school, through a faculty-administrator-parent-community team-planning approach, uses the seven correlates to develop and implement a long-range improvement plan. In addition, the model promotes districtwide, systemic restructuring for continuous improvement. Districts are required to commit to the process for at least three years.

Results

An ongoing multiyear CES project involving 200 teachers and nearly 14,000 students in six northern Ohio school districts (two urban, two suburban, and two rural) is being studied by Phi Delta Kappa consultants. With data available for five of the six districts from a variety of reading, language arts, and math tests, scores showed an overall pattern of increases across the grades tested over a two-year period (1995-96 to 1997-98). For example, in one district, reading and language arts scores improved by 2 to 7 NCEs in all grades tested (one, three, five, and seven). Math scores improved by 2 to 5 NCEs in grades one, three, and five, and remained the same in grade seven.

One of these six districts — Elyria City Schools — has also engaged in numerous other long-term Effective Schools initiatives over the years, including sponsorship of faculty who attend state-government Effective Schools retreats, establishment of an office to help schools develop and implement Effective Schools approaches, and incorporation of Effective Schools principles in school board policy. Participating in this process, several Elyria schools have registered impressive gains in student performance. For example, at Cascade Elementary School, where approximately 60 percent of students are eligible for subsidized lunch, the percentage of sixth graders passing state proficiency tests improved from 61 percent in 1996 to 77 percent in 1998. Also, the percentage of second and third graders more than half a year below grade level in reading declined from 30 percent in 1991-92 to 18 percent in 1998, despite an influx of learning disabled students. At Crestwood Elementary School, where approximately 50 percent of students are eligible for subsidized lunch, the percentage of sixth graders passing state tests improved from 73 percent in 1996 to 88 percent in 1998; the percentage of fourth, fifth, and sixth graders more than half a year below grade in reading declined from 21 percent in 1991-92 to 10 percent in 1998.

The Spring Branch School District in Houston has been working with CES since the late 1980s. At Westwood Elementary, where 54 percent of students were eligible for subsidized lunch in 1998, the percentage of fourth grade students who passed the Texas assessment tests (TAAS) increased from 85 percent (1994) to 98 percent (1998) in reading, and from 71 percent (1994) to 87 percent (1998) in math. Similar gains were registered in fifth grade. At Hollibrook Elementary School, a school with a predominantly Hispanic student population where almost 90 percent of the children are on the free lunch program, the percentage of third grade students mastering the Texas Educational Assessment of Minimum Skills (TEAMS) improved as follows: in math, from 77 percent (1988) to 96 percent (1990); in reading, from 65 percent (1988) to 86 percent (1990); and in writing, from 58 percent (1988) to 81 percent (1990).

Implementation Assistance

- ***Project Capacity:*** The Phi Delta Kappa International Center for Effective Schools has three satellites: the Northeast Regional Satellite at Kent State University, the Central Regional Satellite at University of Oklahoma, and the Southwest Regional Satellite in

Phoenix. All work under the direction of headquarters staff in Bloomington. Satellite centers are also planned for the southeast, northwest, and Pacific regions. CES offers awareness training, continuous improvement design, and evaluation services to schools throughout the U.S. and Canada. Regionally based CES consultants provide onsite support services.

- ***Faculty Buy-In:*** Participants in the Effective Schools Process must reflect stakeholders from the entire school community, and the seven correlates must be embraced as the mosaic for all continuous improvement planning.
- ***Initial Training:*** A diagnostic of the school/district is completed before training begins. Based on the findings of this diagnostic, the following services may be provided during the first year: customized training, consulting services, technical assistance, implementation support, related professional development, networking, and availability to demonstration sites. Awareness training is a typical first step. The training involves a two-day experience followed by two days of follow-up later in the year.
- ***Follow-Up Coaching:*** The second year of the process involves the formation of a leadership team, a needs assessment, the development and implementation of continuous improvement action plans, and an ongoing evaluation process. Consultant assistance is provided throughout this phase. The third year involves at least three onsite visits providing an audit of progress, a review of data, and assurance testing that the process is on track.
- ***Networking:*** Participating schools/districts have access to all of the resources and contacts of the CES and its parent organization, Phi Delta Kappa International.
- ***Implementation Review:*** Data on implementation is utilized throughout the process, using the diagnostic as the baseline. During the third year a report card provides a narrative of progress and a recommendation for future directions.

Costs

Costs are based on the specific plan agreed upon between the participating school/district and CES. Specific costs depend on the need, size of school/district, and level of involvement. A sliding cost schedule is available based on increased district involvement and/or multiple schools' participation. Average costs are:

- Year One: $20,000-$25,000 per school
- Year Two: $40,000 per school
- Year Three: $10,000-$15,000 per school

Student Populations

The Effective Schools Model is based upon the belief that all children can and will learn, regardless of race, socioeconomic background, or gender. Thus, the model has equal application to all school settings.

Special Considerations

Schools/districts adopting the Effective Schools Model for continuous improvement must endorse the belief that all children can learn and must involve all stakeholders in the school improvement process.

Selected Evaluations

Developer

Serious school reform: The Redesign of classroom instruction. (1998). Bloomington, IN: Phi Delta Kappa.

Outside Researchers

No third-party evaluations of the work of CES with schools are available. There are, however, numerous books and articles on other Effective Schools initiatives (for example, those initiated by school districts or by trainers affiliated with other organizations). The following documents are representative:

Lezotte, L. W., & Bancroft, B. A. (1985). School improvement based on Effective Schools research: A promising approach for economically disadvantaged and minority students. *The Journal of Negro Education, 54*(3): 301-312.

Taylor, B., & Bullard, P. (1994). *Keepers of the dream: The triumph of Effective Schools.* Chicago: Excelsior!

Sample Sites

Contact CES, and staff will arrange for access to these or other sites:

Geary County School District
PO Box 370
Junction City, KA 66441
Superintendent: Max Heim
Demographics: urban; 45% minority; 60% free/reduced lunch

Spencerport Central School District
71 Lyell Avenue
Spencerport, NY 14559
Contact: Robert Sudlow
Demographics: rural/suburban; 95% white; 6% free/reduced lunch

Spring Branch Independent School District
PO Box 19432
Houston, TX 77224
Superintendent: Hal Guthrie
Demographics: urban; 10% African American, 8% Asian, 32% Hispanic, 50% white; 40% free/reduced lunch

Crestwood Elementary School
42331 West Griswold Road
Elyria, OH 44035
Principal: Linda Arter
Demographics: urban; 16% African American, 5% Hispanic, 5% multi-raced, 75% White; 54% free/reduced lunch

Hollibrook Elementary School
3602 Hollister Street
Houston, TX 77080
Principal: Suzanne Still
Demographics: urban; 7% African American, 5% Asian, 74% Hispanic, 13% white; 90% free/ reduced lunch

For more information, contact:

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E-mail: Marrich414@aol.com
Fax: 812-339-0018

Child Development Project (K–6)

IN BRIEF Child Development Project	
Developer	Developmental Studies Center
Year Established	1981
# Schools Served (May 1998)	100
Level	K-6
Primary Goal	to help schools become caring communities of learners that promote students' intellectual, social, and ethical development
Main Features	• literature-based reading and language arts curriculum • cooperative learning • developmental discipline • schoolwide community-building activities • parent involvement activities • restructuring to support teacher collaboration, planning, reflection
Results	improved achievement at schools using performance assessments; improvement in basic reading and math skills at many schools; significant improvement in social and ethical outcomes; reduced incidence of drug use
Impact on Instruction	changes in classroom organization and management; changes in some aspects of instruction (content and pedagogy)
Impact on Organization/ Staffing	school site project coordinator needed
Impact on Schedule	3-day summer institute; release time during school year
Subject-Area Programs Provided by Developer	yes (literature-based reading and language arts)
Students Served	
Title I	yes
English-language learners	yes
Urban	yes
Rural	yes
Parental Involvement	family participation activities are coordinated with the curriculum; parents have opportunities for membership on a school coordinating team
Technology	none required
Materials	provided

Origin/Scope

The Child Development Project (CDP) was created by the Developmental Studies Center of Oakland, California, in 1981. The program has been implemented in 100 schools in six states.

General Description

The Child Development Project is an approach to school restructuring that revamps teaching, learning, school organization, school climate, and teachers' work environments to promote the intellectual, social, and ethical development of students. The CDP seeks to transform schools into communities where children feel cared for and learn to care in return — communities that help students develop the academic and practical skills needed to function productively in society, and the ethical and intellectual skills needed to function humanely and wisely.

The program has five main components:

1. ***Literature-Based Reading and Language Arts:*** This component explicitly integrates ethical content into the curriculum and focuses on teaching for understanding. The selection of books, the accompanying teachers' guides, and the supporting workshops are all designed to help teachers encourage children to think deeply about what they read. Teachers lead students in open-ended discussions of important issues evoked by the books and provide structured opportunities for students to discuss these issues with one another.
2. ***Collaborative Classroom Learning:*** This component emphasizes the importance of learning to work with others in fair, caring, and responsible ways. The program

provides 25 general lesson formats that can be used in various academic areas, plus 10 sample activities to illustrate each format.

3. ***Developmental Discipline:*** Developmental discipline is an approach to classroom management that focuses on building caring, respectful relationships among all members of the classroom community. It uses problem-solving approaches rather than rewards and punishments to promote student responsibility.
4. ***Parent Involvement:*** This component incorporates two avenues for parent involvement: (a) family participation activities that are coordinated with the curriculum and relevant to family interests, and (b) membership on a school "coordinating team" of parents and teachers who plan schoolwide activities.
5. ***Schoolwide Activities:*** The school coordinating team examines traditional schoolwide activities to ensure that they allow participation by all, avoid competition, and respect difference while lessening divisions between students, teachers, and parents.

Results

There have been three separate quasi-experimental studies of CDP over the past 16 years. The schools (17 program and 17 matched comparison schools) participating in these evaluations have been diverse in setting, student population, and ethnicity. The program has been found to result in (a) significant increases in students' sense of their school as a community and in their school-related attitudes, motivation, and behavior; (b) significant increases in a variety of social and ethical outcomes, including conflict resolution skills and commitments; and (c) significant decreases in students' involvement in alcohol and marijuana use.

Effects on academic achievement reported in these studies were less pronounced. In one study, sixth-grade students in three CDP schools scored higher on reading comprehension tests (developed by the CDP) than counterparts in the control schools, but the advantages disappeared in a middle school follow-up study. A larger study of schools in six districts reported few differences between CDP and control schools either on reading comprehension tests or standardized achievement tests. In one district, however, students in CDP schools significantly outperformed control-school students on state-developed performance-based tests in reading, mathematics, science, and social science during the three years of program intervention.

Data from other CDP schools show considerable improvement in reading and math scores. At one CDP school, the percentage of students characterized as "novice readers" (based on Kentucky Instructional Results Information System scores for fourth graders) dropped from 41 the first year of implementation to 3 five years later, while the percentage of "novices in math" dropped from 65 to 32. Over the same period, another CDP school witnessed drops in reading and math novices from 45 to 7 and 86 to 45, respectively. Similar improvements in basic reading and math skills have been reported in over 20 other CDP schools.

Implementation Assistance

- ***Project Capacity:*** The Developmental Studies Center, located in Oakland, California, has approximately 50 full-time professional staff. In addition, the center can draw upon many practitioner/trainers from around the country to provide professional development services.

- ***Faculty Buy-In:*** After participating in an initial orientation session, a minimum of 80% of the school faculty must indicate support (by secret ballot) for the implementation of CDP. The school must agree to focus its reform efforts on CDP for a minimum of three years. Both the school and the district must make other specific commitments to the program including providing a project coordinator at the school site and release time for staff development, coaching, and collegial planning and support.
- ***Initial Training:*** Initial training in CDP is provided by Developmental Studies Center staff during three-day summer institutes each year, conducted at or near the school site. Teachers are provided with all CDP instructional and curricular materials.
- ***Follow-Up Coaching:*** Program staff make three weeklong visits to the site during each school year to conduct follow-up workshops and work with individuals or small groups on coaching, planning, and problem solving. In addition, teachers meet regularly during the year ("partner study and support") for collegial planning and study.
- ***Networking:*** Consultation with program staff is available by telephone (toll free), fax, and e-mail. The Developmental Studies Center also supports a Web site and provides electronic forums (discussion listservs) to facilitate the exchange of information and resources by e-mail.
- ***Implementation Review:*** The principal is expected to monitor implementation on an ongoing basis, and program staff assess implementation during site visits. In addition, Developmental Studies Center research staff collect implementation data to determine progress, areas in need of improvement, and priorities for additional staff development services. Technical assistance and research instruments for evaluating program implementation and outcomes are available.

Costs

The total cost to a school for instructional and curricular materials is approximately $550 per classroom teacher. The cost to the school for professional development services is approximately $40,000 per year (assuming visits by two program staff members will involve long distance travel). Additional costs may be required to compensate teachers for attending summer institutes and to provide release time for teachers for follow-up workshops, coaching, and collegial planning.

Student Populations

CDP has been implemented in urban, suburban, and rural schools serving a wide variety of student populations, including disadvantaged and minority students, and students learning English as a second language. A large proportion of current CDP sites are schoolwide Title I schools.

Special Considerations

CDP is a systemic reform effort that affects all aspects of schooling. Teachers must be committed to collaborative planning and decision making, establishing a climate of mutual trust and respect that supports the change process, focusing their efforts on implementing CDP throughout the school, and establishing the structures and routines that support reflective practice and continuous improvement. The Developmental Studies Center estimates that it takes a minimum of three years in most schools to achieve effective implementation of CDP throughout the school.

Selected Evaluations

Developer

Battistich, V., Schaps, E., Watson, M., & Solomon, D. (1996). Prevention effects of the Child Development Project: Early findings from an ongoing multisite demonstration trial. *Journal of Adolescent Research, 11,* 12-35.

Battistich, V., Solomon, D., Watson, M., & Schaps, E. (1997). Caring school communities. *Educational Psychologist, 32,* 137-151.

Solomon, D., Watson, M., Battistich, V., Schaps, E., & Delucchi, K. (1996). Creating classrooms that students experience as communities. *American Journal of Community Psychology, 24,* 719-748.

Outside Researchers

Coburn, C. E., & Meyer, E. R. (1998, April). *Shaping context to support and sustain reform.* Paper presented at the meeting of the American Educational Research Association, San Diego, CA.

Sample Sites

Hazelwood Elementary School
1325 Bluegrass Avenue
Louisville, KY 40215
502-473-8264
Principal: Brenda Logan
Demographics: urban; 50% minority; 100% free/reduced lunch

Laurel Wood School
645 Larkin Street
Salinas, CA 93907
408-753-5620
Principal: Diane Middaugh
Demographics: suburban/rural; 61% minority; 28% free/reduced lunch; 16% LEP

Louis E. Stocklmeir School
592 Dunholme Way
Sunnyvale, CA 94087
408-252-5414
Principal: Susan Shelden
Demographics: suburban; 30% minority, 8% free/reduced lunch; 2% LEP

Ridgeway School
225 Ridgeway
White Plains, NY 10605
914-422-2081
Principal: Betty Robinson
Demographics: urban; 53% minority; 31% free/reduced lunch; 10% LEP

Sedgwick School
19200 Phil Lane
Cupertino, CA 95014
408-252-3103
Principal: Rene Jones
Demographics: suburban; 36% minority; 17% free/reduced lunch; 3% LEP

For more information, contact:

Denise Wood
Developmental Studies Center
2000 Embarcadero, Suite 305
Oakland, CA 94606-5300
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Web site: www.devstu.org

Integrated Thematic Instruction (K–12)

IN BRIEF Integrated Thematic Instruction	
Developer	Susan Kovalik
Year Established	1982
# Schools Served (Jan. 1999)	725
Level	K-12
Primary Goal	apply current brain research to teaching strategies and curriculum to develop responsible citizens
Main Features	• based on current brain research • yearlong theme to integrate curriculum • enriched school and classroom environment • lifelong guidelines and LIFESKILLS • learning tied to locations and issues in the community
Results	improved test scores in elementary schools in a variety of settings; positive effects on student attitudes, school climate, and teacher morale
Impact on Instruction	yearlong theme; cooperative learning; use of multiple intelligences
Impact on Organization/ Staffing	strong emphasis on adult collaboration
Impact on Schedule	reduced pull-out programs; longer blocks of instructional time; time during the day for teams of adults to plan
Subject-Area Programs Provided by Developer	no
Students Served	
Title I	yes
English-language learners	yes
Urban	yes
Rural	yes
Parental Involvement	parent training; parents involved as speakers and site hosts
Technology	access to information via Internet and student access to desktop publishing desirable
Materials	full line of books and videotapes

Origin/Scope

Integrated Thematic Instruction (ITI) was created in 1982 by Susan Kovalik and is continuously updated based on the most recent brain research. It is used in more than 700 schools (mostly elementary) in over half of the states and throughout the country of Slovakia.

General Description

ITI is a model for applying current brain research to schools and classrooms to maximize student achievement and prepare responsible citizens. Schools create a "bodybrain-compatible" learning environment based on eight elements:

*1. **Absence of Threat:*** Students are free from anxiety about their physical safety and experience a sense of well-being as they learn.
*2. **Meaningful Content:*** Teachers select topics that address standards and engage students.
*3. **Choices:*** Students have the opportunity to select assignments that meet individual learning needs.
*4. **Adequate Time:*** The schedule provides ample and flexible time for thorough exploration.
*5. **Enriched Environment:*** The school offers an interesting and inviting setting, with emphasis on objects from the real world for students to see and touch.
*6. **Collaboration:*** Students work together to enhance achievement and build social skills.
*7. **Immediate Feedback:*** Students receive accurate feedback as they learn, not later.
*8. **Mastery at the Application Level:*** Students internalize deeply what they learn and apply it to real-world situations.

In the classroom, teachers use instructional strategies based on the eight brain compatible elements. For example, they develop learning activities that address multiple intelligences (Choice), organize students in small groups instead of rows (Collaboration), and provide opportunities for students to create real products for real audiences (Mastery on the Application Level). Each teacher also develops an integrated curriculum organized around a yearlong theme. The theme provides an overarching structure tied to an important concept that helps students see patterns and make connections among disparate facts and ideas.

To promote a productive learning environment and guide behavior, ITI schools establish five Lifelong Guidelines: trustworthiness, truthfulness, active listening, no putdowns, and personal best. Standards for doing one's best and achieving success in life are captured in the model's 17 LIFESKILLS, or personal traits such as integrity and initiative.

Results

The CLASS program, a statewide program in Indiana based on the ITI model and implemented by ITI-trained educators, has been the subject of several studies. One study analyzed the performance of over 100 CLASS elementary schools on ISTEP (Indiana Statewide Testing for Educational Progress). The study reported that CLASS schools had higher ISTEP scores than other elementary schools in the state, and that scores at the CLASS schools had increased over time. A second study of 32 students who had attended the pilot CLASS school from kindergarten through fifth grade found that the ISTEP scores of this group of students was about one standard deviation above the mean in reading, language arts, and math. Another study gathered perception data on the impact of CLASS on student performance. The study reported that a majority of teachers believed CLASS was having a positive impact on student motivation and performance, particularly on higher-order thinking skills. All studies reported positive effects on student attendance or attitudes, school climate, and teacher morale and professionalism.

A 1998 doctoral dissertation compared the Texas Assessment of Academic Skills (TAAS) reading scores of students in an ITI elementary school with scores of students in a control school. Over a two-year period, ITI students' scores showed a 16% growth compared to a 3% growth at the control school.

Data from a number of other elementary schools also show a pattern of increasing student achievement after the implementation of ITI. For example, at a school in Texas, third grade TAAS reading scores rose from 39 to 79 over a three-year period, and third grade math scores rose from 19 to 71. Fourth and fifth grade scores showed similar increases.

Few data are available regarding the impact of ITI on middle or high school student achievement.

Implementation Assistance

- ***Project Capacity:*** Implementation is supported by Susan Kovalik & Associates with 12 full-time trainers and 60-80 part-time trainers who provide beginning to advanced workshops over a three-to-five-year period. An array of print, audio, and video materials to support ITI implementation is available.
- ***Faculty Buy-In:*** Level of commitment is determined by the local site, but 80-90% of faculty is recommended.
- ***Initial Training:*** Keynotes and one-day workshops provide enough information for making an informed decision about ITI. Once a staff has committed, training begins with a three-day intensive workshop that prepares them to implement the first stage of the model. Initial training is followed by a model teaching week and focused "power packs" on such topics as integrating mathematics and other essential skill instruction.

- ***Follow-Up Coaching:*** Full-time trainers return to the school to provide coaching at least two times during the subsequent school year after each level of training. By the second or third year, the coaches train local educators who are having success with ITI to provide follow-up coaching internally.
- ***Networking:*** Susan Kovalik & Associates provides a variety of ways for people using ITI to stay in touch: Web page, listserv for e-mail dialogue, regional seminars, and five-day summer institutes. The organization has a list of ITI schools prepared to host visitors. Each spring some 200 of the most advanced practitioners gather by invitation to exchange ideas and receive updates on brain research and subsequent modifications to the ITI model.
- ***Implementation Review:*** The ITI Stages of Implementation, provided for classroom and schoolwide levels, are tools for self-assessment of progress and for setting goals.

Costs

Formal ITI costs include:

- One-Day Overview ("What is ITI?"): $2,000 plus expenses for one trainer
- Three-Day Intensive ("Bodybrain Basics"): $5,500 plus expenses (one trainer) plus an ITI textbook ($27.50) and a text on brain research ($21.95) for each participant
- Coaching: $625 per day plus expenses for one coach
- Model Teaching Week ("Bodybrain Basics in Action"): $12,500 plus expenses for one trainer and one model teacher
- Topical Power Packs (wide variety of topics available): $2,000 per day plus expenses (one trainer)

Typically the model teaching week occurs in the second or third year of implementation and is followed by power packs focused on specific topics selected by the school or district to address weak areas of understanding and application.

Schools using ITI find that there are some new needs that require realignment of the budget, reducing some expenditures while increasing others. Creating time during the day for teachers to collaborate and write curriculum is critical, especially during the first two years of implementation. Some schools address this need by creative use of substitute teachers. Depending on the school's starting point, there may be a need to purchase more non-fiction books and videos as well as supplies to support hands-on learning using real objects whenever possible while cutting back on copy paper and machine use. Initially there may be a need to purchase items to create an inviting classroom and school appearance.

Student Populations

Schools in urban, suburban, and rural communities serving diverse student populations are using ITI. Because there is a strong emphasis on using multiple intelligences, and because an atmosphere of mutual respect is ensured, ESL students and those with other special learning needs often thrive in ITI classrooms. Students who find school learning to be easy are challenged to explore at deeper levels the topics that engage them.

Special Considerations

Success implementing ITI requires strong support from school and district leaders, including the school board. Such support must go beyond the financial to an understanding of

ITI and its implications for doing business throughout the organization. For best results, the whole organization makes a commitment to become a community of learners. Everyone understands that the reform effort will take three to five years to implement, so decision-makers avoid introducing other major initiatives during the implementation period. Also, old policies and procedures that contradict new practices are revised or eliminated.

Selected Evaluations

Developer

None published to date. An ethnographic study in preparation.

Outside Researchers

Buechler, M. (1993). *Connecting Learning Assures Successful Students: A study of the CLASS program.* Bloomington, IN: Indiana Education Policy Center.

Grisham, D. L. (1995, April). *Integrating the curriculum: The case of an award-winning elementary school.* Paper presented at the Annual Meeting of the American Educational Research Association, Berkeley, CA.

Morgan, W. (1998). *The impact of CLASS on teaching and learning in Indiana.* Bloomington, IN: Indiana University.

Ruth, N. S. (1998). *A comparative study of Integrated Thematic Instruction (ITI) and non-integrated thematic instruction.* Doctoral dissertation, Texas A&M University.

Sample Sites

Amy Beverland Elementary
11650 Fox Road
Indianapolis, IN 46052
317-823-5228
Principal: Susan Jordan
Demographics: suburban; diverse ethnic; affluent and low income

Horry County School District
1605 Horry Street
Conway, SC 29527
803-248-8500
Executive Director: Terry Chandler
Demographics: rural/suburban; diverse ethnic and socioeconomic; implementing at elementary, middle, and high school levels

Lipman Middle School
1 Solano Street
Brisbane, CA 94005
415-467-9541
Principal: Ray Conti
Demographics: suburban; diverse ethnic; low and middle income

Perry Hill Elementary
13121 Cold Water Road
Fort Wayne, IN 46845
219-449-4560
Principal: Sherry Grate
Demographics: suburban; middle and low income

Sul Ross Elementary
901 South 7th Street
Waco, TX 76706
254-753-3541
Principal: Terri Patterson
Demographics: urban; LEP Hispanic; low income

For more information, contact:

Jane McGeehan, CEO
Susan Kovalik & Associates, Inc.
17051 SE 272nd Street, Suite 17
Kent, WA 98042

Phone: 253-631-4400
Fax: 253-631-7500
E-mail: skovalik@oz.net
Web: www.kovalik.com

MicroSociety® (K–8)

IN BRIEF *MicroSociety*	
Developer	George H. Richmond
Year Established	1992 (organization established)
# Schools Served (May 1998)	238 in various stages of planning and implementation
Level	K-8
Primary Goal	preparing students to become active, caring, responsible citizens by multiplying opportunities for success
Main Features	• allows children to create a miniature society in the school • adapts instruction to real world experience • incorporates democratic ideals and entrepreneurship in a culturally sensitive community • helps children develop positive attitudes toward learning, school, themselves, and their community
Results	small-scale evaluations show increased test scores, improved daily attendance, and reduction in disciplinary infractions
Impact on Instruction	teachers can draw connections between academic skills, learning, and "Micro" activities
Impact on Organization/ Staffing	part- or full-time *MicroSociety* coordinator
Impact on Schedule	"Micro" typically runs three to five class periods per week
Subject-Area Programs Provided by Developer	interdisciplinary instructional materials help teachers connect subject areas to the *MicroSociety*
Students Served	
Title I	yes
English-language learners	yes
Urban	yes
Rural	yes
Parental Involvement	creates many opportunities for substantive parent and community involvement
Technology	none required, but high quality technology applications can be embedded in all aspects of the miniature society
Materials	training materials provided

Origin/Scope

George H. Richmond outlined the microsociety concept in his book *The Micro-Society School: A Real World in Miniature* (Harper & Row, 1973). The idea was first implemented schoolwide in 1981. Richmond founded the nonprofit MICROSOCIETY, Inc., in 1992 to provide support, materials, training, technical assistance, and networking for educators implementing *MicroSociety.*

General Description

In the *MicroSociety* program, students collaborate with parents, community members, and teachers to build a miniature community in the school and establish a center of commerce and governance in which every child and adult participates. Children create and manage business ventures that produce goods and services. They also run agencies that handle governmental functions and lay the groundwork for organized accountability.

K-8 students spend one class period each day at their jobs. They assume management or employee responsibilities in businesses, agencies, and nonprofits. In their work places, students apply technology, think critically about authentic crises, prepare and analyze budgets, resolve ethical issues, and develop cultural sensitivities. These experiences often raise profound issues such as the fairness of democracy, the rewards of entrepreneurship, cultural differences and similarities, the role of law in society, how to humanize institutions, and how much tax an individual should pay.

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When fully implemented, the *MicroSociety* has six strands: technology, economy, academy, citizenship and government, humanities and arts, and heart (volunteerism and the ethical aspects of society). The *MicroSociety* also has 12 essential elements: an internal currency; a retail labor market; private property; public property; organizations such as ventures, agencies, and nonprofits; agreement on a common purpose; definition of personal goals by teachers and students; meaningful contact with parents; meaningful contact with community partners; teacher planning time for the program; and a technology strand.

Where most schools rely on teachers to discipline children, *MicroSociety* promotes development of internal self-control. Children create a legislature that makes laws, develop a court system that administers them, and launch Crime-Stoppers, a group of students who enforce the laws. Because children are deeply involved in rule making and law enforcement, and want to avoid the expense and notoriety of litigation, disciplinary infractions decline. In *MicroSociety* schools, the peer group allies itself with law abiding interests rather than with outlaws.

The *MicroSociety* program results in improved student learning in several ways. First, it is integrated into the regular curriculum, making the basics more interesting and relevant to students. Second, it gives children opportunities to apply concepts learned in the classroom in real situations. Third, it rewards children for success in a broad array of intelligences, building self-esteem and motivation in those who might fail in traditional academic settings. Fourth, the program's flexibility allows educators to tailor it to local and state standards.

Results

In 1998, an outside evaluator conducted a study of 15 schools in six states that began implementing the program in 1993 or 1994 and had two or three years of comparable, nationally normed post-intervention test data. Analysis of this data showed a 25 percent increase over baseline performance in math; 11 percent for language arts; and 7 percent for reading. When gains were compared to those of the district as a whole, *MicroSociety* schools on average outperformed the district in all three subject areas. Due to the small sample, however, results were statistically significant only in mathematics.

A 1997 developer survey of 29 *MicroSociety* schools found that most reported significant increases in test scores as well as increased attendance and reduced disciplinary infractions. Individual schools had significant results: Sageland Elementary (El Paso, TX) increased the number of students passing the state math standards by 52 percent, writing by 36 percent, and reading by 11 percent; West Middle (Sioux City, IA) increased average daily attendance from 74 percent to 98 percent and reduced disciplinary infractions from 6,234 to 1,802; Sherman Elementary (San Diego, CA) raised its district ranking from 126th out 156 schools to 37th.

Implementation Assistance

- ***Project Capacity:*** National headquarters are in Philadelphia. Presently, MICROSOCIETY draws on an experienced pool of 25 certified trainers. Plans are in place to increase the number of trainers each summer.
- ***Faculty Buy-In:*** MICROSOCIETY requires a vote of 80 percent of the staff.
- ***Initial Training:*** MICROSOCIETY customizes professional development to take advantage of community resources and meet school goals. Certified trainers provide up to 20 days of technical assistance for planning and implementation, over a three-

year period. Technical assistance is designed to facilitate experimentation, observation, reflection, and program modification by teachers, administrators, students, and partners. Program coordinators, administrators, parents, community partners, and students all have opportunities for training.

- ***Follow-Up Coaching:*** MICROSOCIETY trains site coordinators to observe both classrooms and *MicroSociety* program activities, while offering feedback to teachers. Follow-up coaching is also provided by a certified trainer.
- ***Networking:*** The national headquarters facilitates networking by teachers, administrators, parents, and community members through a national quarterly newsletter, a Web site, e-mail, listserv, national/regional conferences, and Parent/Community Outreach Networks. Multisite Leadership Collaboratives, Teacher Support Networks, and Turn Around Trainers can help build capacity in a community and deepen the grassroots network.
- ***Implementation Review:*** Every registered *MicroSociety* school has a yearly accreditation review to gauge progress against benchmarks associated with *MicroSociety*'s 12 essential elements. Reviews are performed through telephone interviews and onsite visits.

Costs

The standard price for technical assistance and support services for *MicroSociety* is $45,000 in year one, $35,000 in year two, and $35,000 in year three. This covers training materials for all participating teachers and the cost of third-party evaluation. For school faculties over 30, there may be additional costs depending on school size and location. The price includes implementation of MICROSOCIETY's new Reading Enterprise Program which uses "Micro" concepts and computer-based reading programs. It does not include conference travel, the reading software, disks, and books, totaling approximately $7,000, or the costs of venture materials and auction supplies — approximately $20 per student. Some material costs can be offset by in-kind or cash donations from parents and community partners. The cost of a program coordinator is typically covered by reassigning staff or reallocating Title I funds.

Student Populations

MicroSociety has been implemented in urban, suburban, and rural schools. A majority of schools are Title I eligible.

Special Considerations

A school must sign a letter of intent with MICROSOCIETY prior to proposal submission in which it:

- States that it has secured 80 percent affirmative vote of its staff
- Agrees to hire or assign an existing staff person to the role of *MicroSociety* coordinator
- Agrees to formulate a set of policies aimed at increasing parent and community participation in the society-building experience

Selected Evaluations

Developer

Richmond, G. (1989). The future school: Is Lowell pointing us toward a revolution in education? *Phi Delta Kappan, 71*(3), 232-236.

Outside Researchers

Cherniss, C. (1997). *MicroSociety program implementation study.* Unpublished manuscript, Rutgers University, School of Applied and Professional Psychology, New Brunswick.

INOVA International Services Group. (1997). *Sageland MicroSociety organizational assessment survey summary.* Unpublished manuscript.

Kutzik, D. M. (1998). *MicroSociety program impact on standardized test performance.* Unpublished study, Drexel University, Philadelphia.

Ysleta Independent School District Office of Student Assessment. (1997). *Sageland Elementary End of the Year MicroSociety Student Survey.* Unpublished manuscript.

Sample Sites

C. G. McDonough City Magnet
43 French Street
Lowell, MA 01852
978-441-3707
Principal: Tom Malone
Demographics: urban; high percentage minority; 85% free/reduced lunch

Matthew Sherman Elementary
450 24th Street
San Diego, CA 92102
619-525-7425
Contact: Jean Ohlin-Borbon
Demographics: urban; 1,000 students; high percentage minority (Hispanic); 100% free/reduced lunch

Sageland MicroSociety Elementary School
7901 Santa Monica Court
El Paso, TX 79915
915-598-7398
Contact: Sylvia Sanchez
Demographics: urban; high percentage minority (Hispanic)

West Middle School
1211 West 5th Street
Sioux City, IA 51103
712-279-6813
Contact: Donna Wilson
Demographics: urban; 53% free/reduced lunch

William Davison Elementary
2800 East Davison Street
Detroit, MI 48212
313-252-3118
Contact: Lorol Brackx
Demographics: urban; high percentage minority (African American); 90% free/reduced lunch

For more information, contact:

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Phone: 215-922-4006
Fax: 215-922-3303
E-mail: msocinc@aol.com
Web site: www.microsociety.org

QuESt (K–12)

IN BRIEF QuESt	
Developer	Diane Rivers, Educational Concepts
Year Established	1990; revised 1996
# Schools Served (Jan. 1999)	62
Level	K-12 (initial emphasis 6-8)
Primary Goal	to increase student achievement through quality process improvements
Main Features	• total quality principles applied to schools and districts • standards-based processes • educational auditing • curriculum alignment • curriculum and instructional mapping • systemic assessment model
Results	external evaluations and onsite audits show increases in student achievement at multiple sites
Impact on Instruction	standards-based curriculum/ instruction/assessment process in an interdisciplinary, team-based instructional design
Impact on Organization/ Staffing	team-based teaching and learning; school improvement teams; leadership training
Impact on Schedule	professional development time; planning time
Subject-Area Programs Provided by Developer	no
Students Served	
Title I	yes
English-language learners	yes
Urban	yes
Rural	yes
Parental Involvement	parent satisfaction surveys; parent involvement teams; home-school linkages program (optional)
Technology	Internet access critical to successful implementation of Phase III
Materials	auditing templates and software; strategic planning software; school improvement templates; training materials; curriculum and instructional mapping software; Web site; server access

Origin/Scope

The Quality Educational Systems – Tools for Transformation (QuESt) model was developed by Diane Rivers, founder of a research, development, and consulting firm called Educational Concepts. Since 1990, QuESt has been used in efforts to improve educational environments by applying principles and processes of total quality management. To date, QuESt has been implemented in 62 schools, affecting some 500 classrooms and 14,000 students in three states.

General Description

QuESt is a whole-school reform model that enables administrators, teachers, and students to create and sustain a high quality learning environment. The QuESt model is based on the belief that improvement occurs at the process level. Therefore, to improve schools, processes must first be addressed. Furthermore, when multiple processes are improved in an integrated fashion, significant school improvements can occur in less time than change theory typically suggests.

The model's design incorporates 3 phases, 7 quality principles, and 10 key processes. The 3 phases are:

Phase I: Quality Educational Audit that enables a school or district to analyze current performance, establish a baseline for strategic improvement purposes, and identify and implement quality processes for educational transformation.

Phase II: Strategic Quality Planning and Design that helps schools identify their mission and vision for the future, align educational practices with sound educational philosophy and research, identify key processes that drive the organization's performance, infuse quality

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principles and practices into those processes, and develop a set of aggressive, integrated strategies to ensure that the school's vision for the future becomes a reality.

Phase III: Quality Development and Deployment that provides comprehensive training and development to administrators, teachers, and staff through a series of customized retreats, conferences, seminars, and workshops.

The seven quality principles that guide QuESt work are: (1) Mission-Driven Schools, (2) Total Quality Leadership, (3) Customer Focus, (4) Continuous Improvement of Processes, (5) Data-Driven Decision Making, (6) Continuous Learning Environments, and (7) Team Leadership/Team Membership.

The 10 key process areas that schools use to systematically assess performance are: (1) Philosophy, (2) Mission, (3) Organizational Structure, (4) Curriculum, (5) Instructional Strategies, (6) Assessment, (7) Professional Development, (8) Interdisciplinary Teaching, (9) Team Structure, and (10) Community Collaborations.

Results

In 1994, the pilot school for the model, an inner-city middle school in Alabama, became the first school in the nation to receive the Quality Cup Award (presented by the Rochester Institute of Technology and *USA Today* to businesses or institutions that have witnessed dramatic improvements through the application of total quality principles). The school received the award as a result of significant increases in student achievement across an 18 month period. For example, language arts/reading scores increased by 21 percent for fifth graders, 31 percent for seventh graders, and 26 percent for eighth graders (as assessed by the Stanford Achievement Test, or SAT). Increases in other subject areas were evidenced as well.

Comparable results were found in a small rural middle school in Tennessee. There, fifth grade reading scores increased by 6 percentile points, language arts by 7 percentile points, social studies by 13 percentile points, and science by 26 percentile points from 1995 to 1997, based on Tennessee Comprehensive Assessment Program (T-CAP) scores. This school was the first school in the state to receive the Tennessee Quality Award from the governor.

Similarly, a small middle school in rural Michigan became the first school in that state to receive the Michigan Quality Leadership Award, based on significant improvements in math and writing scores on the Michigan Educational Assessment Program (MEAP).

A synthesis of evaluators' findings from these and other QuESt sites reveals the following:

- student achievement gains in language arts, mathematics, science, and social studies, as measured by standardized tests, including the SAT, T-CAP, and MEAP
- reduced number of student suspensions
- reduced number of student retentions
- improved curriculum implementation of national and state content standards
- increased levels of student, teacher, and parent satisfaction

Implementation Assistance

- ***Project Capacity:*** Educational Concepts has a corporate office in Lansing, Michigan, and a satellite office in Birmingham, Alabama. Diane Rivers serves as national director, overseeing all projects and developing additional products, services, and customer relations. Educational consultants coordinate northern and southern U.S.

efforts and deliver services to participating districts. Ten consultants are currently trained in the QuESt model; plans are underway to expand the number of certified consultants to 50 (1 per state) over the next three years.

- ***Faculty Buy-In:*** Although no formal buy-in process is required, each school that has adopted QuESt has had buy-in or opt-out opportunities throughout each phase. Individual administrators and teachers within each school have the same options from phase to phase. Schools that have implemented the model have ranged from 98 to 100 percent participation rates.
- ***Initial Training:*** The initial work with faculty involves a "learning-by-assessing" design. Consultants are onsite up to 20 days for Phase I efforts (based on size of school and number of faculty). Phase II involves an additional 2 days of faculty time for planning. Phase III requires an additional 20 days of development and training based on specific needs identified and prioritized in the first two phases.
- ***Follow-Up Coaching:*** QuESt sites receive ongoing support and development in curriculum, instruction, technology, and assessment areas. Consultants spend up to 10 days in year two and 4 days in year three onsite. The model is designed to build internal capacity and systematically reduce the need for external support.
- ***Networking:*** QuESt sites are linked together through a network of internal and external consultants. Visits to other schools, e-mail, and Web site linkages bring schools together. Grade level chat rooms are being planned to connect teachers across the country.
- ***Implementation Review:*** Regularly scheduled site visits with administrators and teachers provide opportunities for consultants to assist sites with implementation issues. Additionally, the audit (assessment) tool is available to each school, and schools are encouraged to monitor their progress in each of the 10 key process areas.

Costs

Schools are licensed to use the technology and materials that support the QuESt model. The cost for full implementation averages $100,000 over a two-year period ($40,000 for Phase I, $20,000 for Phase II, and $40,000 for Phase III). Additional support for Year 3 averages $50,000 per school, depending on specific follow-up needs. These costs cover all consulting services for educational teams, licensing fees for all software, a Web-enabled access site, QuESt training materials, auditing tools, leadership training, teacher training and development, and three software tools (auditing software, planning software, and curriculum/instructional/assessment alignment tools). Optional software for student assessment is available for a one-time per school fee of $12,500, plus set-up and installation costs. Schools also need to cover release time for teachers involved in professional development.

Student Populations

QuESt was originally implemented to address the needs of urban middle-level students who were eligible for Title I. QuESt has been successfully implemented in urban, suburban, and rural schools serving Title I students, disadvantaged students, students with disabilities, and elementary and secondary students.

Special Considerations

Ideally, an entire district (K-12) with multiple sites will elect to implement QuESt, thus enhancing the opportunity for sustained systemic reform.

Selected Evaluations

Developer
None available.

Outside Researchers
No published documents available. The evaluations cited in the Results section were conducted by the following groups:

- National Quality Cup Award (RIT/*USA Today*): Senior Baldrige Examiners
- Tennessee Quality Award: Tennessee Board of Examiners
- Michigan Quality Leadership Award: Michigan Board of Examiners

Sample Sites

Please contact Educational Concepts first to coordinate requests for information or site visitation.

Bertha Neal Elementary
930 West Main Street
Durand, MI 48429
517-288-2016
Principal: Mike Bublitz
Demographics: rural; 1% Asian, 99% white; 31% free/reduced lunch

Emerson Elementary School
515 East Oliver Street
Owosso, MI 48867
517-725-7361
Principal: Linda Phaneuf
Demographics: suburban; 2% Asian, 3% Hispanic, 95% white; 31% free/reduced lunch

Montabella Middle School
302 West Main Street
Edmore, MI 48829
517-427-5414
Principal: Ron Farrell
Demographics: rural; 100% white; 38% free/reduced lunch

Surgoinsville Middle School
PO Box 4884
Surgoinsville, TN 37873
423-345-2252
Principal: Lowell Fairchild
Demographics: rural; 100% white; 51% free/reduced lunch

Shiawassee Regional Education Service District
1025 North Shiawassee Street
Corunna, MI 48817
517-347-7430
Contact: Judy Leek
Demographics: suburban and rural; 95% white, 5% other; 34% free/reduced lunch

For more information, contact:

Diane Rivers, President
Educational Concepts
3474 Alaiedon Parkway, Suite 600
Okemos, MI 48864

Phone: 517-381-0917
Fax: 517-381-0141
E-mail: sdrivers@aol.com
Web site: www.ec-quest.com

The Learning Network (K–8)

IN BRIEF The Learning Network	
Developer	Richard C. Owen Publishers, Inc.
Year Established	1992
# Schools Served (Jan. 1999)	150
Level	K-8
Primary Goal	to support schoolwide changes in teachers' theory and practice that lead to improved learning outcomes for children
Main Features	• builds into each school a mechanism for continuous professional development • uses classroom observation, action plans, and instructional dialogue as the vehicle for change • focuses on literacy as a key curricular area • emphasizes the Literacy Learning model: assessment, evaluation, planning, and teaching
Results	at sites in multiple states, students with TLN teachers have shown greater gains on standardized and performance tests than students in non-TLN classes
Impact on Instruction	student-centered instruction using the Literacy Learning model
Impact on Organization/ Staffing	establishes critical triangle of support: principal, 2 teacher leaders, and TLN coordinator; requires substantial release time for teacher leaders starting in second year of implementation
Impact on Schedule	reading and writing become part of an expanded literacy block
Subject-Area Programs Provided by Developer	yes (focus is currently on literacy; math focus is being developed)
Students Served	
Title I	yes
English-language learners	yes
Urban	yes
Rural	yes
Parental Involvement	expectation of parental involvement that is especially notable in the development of policy statements
Technology	Internet access for listserv support
Materials	administrator and teacher leader handbooks; key professional resources for teachers; core resources for instructional resource room

Origin/Scope

Literacy Learning in the Classroom, a four-day summer institute, was established by Richard C. Owen Publishers in 1989. Its purpose was to help teachers explore an approach developed in New Zealand called the Literacy Learning model, a theory of teaching and learning that puts children at the center of the curriculum. In 1992, the company created The Learning Network (TLN) to support schoolwide implementation of the Literacy Learning model. Over the past seven years, 150 schools have joined the network.

General Description

The goals of TLN are to support changes in the attitudes, understandings, and behaviors of teachers that lead to improved learning outcomes for children, and to support long-lasting changes in the way the school organizes for teaching and learning.

TLN is based upon the belief that good classroom practice:

- crosses curricular boundaries;
- applies to any age group;
- establishes consistent language and procedures throughout the school;
- is founded on a view of teaching and learning as a cyclic activity.

The Literacy Learning model is the foundation for TLN. It consists of the four key elements of the teaching and learning cycle: assessment, evaluation, planning, and teaching, supported by an understanding of the reading process, the writing process, and the conditions

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that are favorable for learning. This cycle defines the process by which teachers make instructional decisions and then act on them. One strength of the model is that it is applicable to any teaching and learning situation, from a teacher working with kindergarten students to an administrator working with a group of teachers.

TLN is implemented by a critical triangle of professionals: the TLN coordinator, the school principal, and a team of two teacher leaders. Supported by the principal, the coordinator works directly with the teacher leaders during the first year. A key element of TLN is instructional dialogue, or professional conversation between the coordinator and the teacher leaders. After observing them in the classroom, the coordinator guides them through an exploration of teaching and learning designed to result in changes in classroom practice. During the second year, teacher leaders work through the same process with colleagues.

In the third and subsequent years the effort expands to include more of the faculty and to focus on developing the school as a learning organization. The critical triangle works with the faculty to identify a schoolwide focus and write policy statements that define the values and objectives of the school. Policy statements are content-specific documents that connect the collective beliefs of the staff to state and district requirements. Periodic evaluation of policy statement objectives provides guidance for ongoing professional development.

Results

Lasting changes in teacher behavior must precede changes in student achievement. In two separate studies, independent researchers reported significant changes in teachers' classroom practice in TLN schools in Arizona and Colorado.

The Colorado study also examined student achievement, reporting continuous improvement on three different measures (ITBS, Riverside Integrated Language Arts Performance Assessment, and a locally developed writing assessment) at the elementary school with the fullest implementation. Results for other schools in the study were mixed.

Numerous comparisons of students whose teachers are supported by TLN with students whose teachers have not received such support show consistent results in favor of TLN. For example, a quasi-experimental study of two fourth grade classes in Montana, one with a TLN teacher leader and the other with a non-TLN teacher, compared student scores on the ITBS. In all subjects tested except science (including reading, writing, language arts, math, and social studies), students in the TLN teacher's class demonstrated significant improvement from 1997 to 1998. The control group demonstrated significant improvement only in social studies. In Arlington, Texas, students in grades three through six whose teachers had been supported by TLN for two years showed mean gains in reading comprehension on the TAAS (Texas Assessment of Academic Skills) of almost 10 points from 1997 to 1998, compared to a mean gain of 3.5 points for students of non-TLN teachers. Similar results have been found in schools in Texas, Colorado, Florida, and Arizona using the ITBS, the TAAS, the SAT 9, and Florida Writes (a state performance assessment).

Implementation Assistance

- ***Project Capacity:*** At present TLN has 16 part- and full-time coordinators. Each year a new class of 4 to 6 coordinators begins training. Training includes one year of support while coordinators are in their own classrooms, two years of intensive support while they work with schools, and continuing support for as long as they are working with TLN.

- ***Faculty Buy-In:*** TLN expects each school eventually to implement the model schoolwide. This generally does not happen at the outset, however. The school needs the advocacy of the principal, the commitment of a core group of teachers, and at least two qualified candidates for training as teacher leaders.
- ***Initial Training:*** Prior to the first year of implementation, the principal and teacher leader candidates attend the four-day summer institute, Literacy Learning in the Classroom. Each summer thereafter the teachers who will be supported the following year by a teacher leader attend the institute.
- ***Follow-Up Coaching:*** A key component of TLN is the training of two school-based teacher leaders. During the first year, the coordinator makes a monthly visit to the school and spends much of the time observing and engaging teacher leaders in instructional dialogue (discussed above). In year two the teacher leaders begin working in similar fashion with colleagues on a weekly basis. The coordinator works alongside the teacher leaders, providing support as needed.
- ***Networking:*** The principal and teacher leaders participate in twice-monthly focus meetings with counterparts from other schools in their class. (The basic design calls for four schools per class.) They also attend the annual leadership seminar and the annual conference. A listserv is available for additional networking.
- ***Implementation Review:*** Benchmarks and Indicators of Teaching are used by teacher leaders to measure progress. Additionally, the school prepares an End-of-Year Review each year. After the end of the second year, TLN is available for periodic support, limited to a maximum of four days in each year. This support monitors the effectiveness of the school in reaching set goals.

Costs

For the first two years, the charge for the TLN coordinator is $10,000 per year. Coordinator travel expenses, if applicable, are extra. All members of the faculty eventually attend the summer institute, which is $350 per person. The leadership seminar (for the principal and two teacher leaders) is $250 per person. The principal and teacher leaders are required to purchase professional resources that cost about $100 per person. During the first two years there is no charge for registration at The Learning Network Conference for the principal and teacher leaders, but they do have to pay travel expenses.

In year one, teacher leaders need approximately 16 days of release time each (partial support in each of 8 days to work with the coordinator and 2 half-days per month for focus group meetings). In year two, TLN recommends 50 percent release time for each teacher leader. (In other words, the school will be adding one FTE.) Some release time also will have to be provided for the 16 teachers to be supported by the two teacher leaders. Additionally, the school will begin to build an instructional resource room.

Student Populations

Having been implemented in locations as diverse as New York City and Readsboro, Vermont, TLN has demonstrated its appropriateness for urban as well as rural schools. Many of its schools are Title I. Several in Denver and Texas are bilingual schools. No special materials are required for implementation in such schools, although TLN does publish a few Spanish language resources for young children. Special needs populations are included in all aspects of the model, which leads toward inclusion in the regular classroom.

Special Considerations

Any situation that promotes change has the potential to produce resistance. The goal of TLN is not to tell people what to do, but to help teachers understand teaching and learning in ways that lead to productive change. TLN supports the leadership team in becoming proactive rather than reactive in dealing with resistance. Problem solving becomes part of the culture of the school.

Selected Evaluations

Developer

Elser, T. (1999). *A quasi-experimental, comparative case study of The Learning Network as implemented by Arlee Elementary School.* Unpublished manuscript.

Outside Researchers

Spencer, D. A. (1998). *The Phoenix ExCel Promising Places Project: Learning Network evaluation.* Unpublished manuscript.

Billig, S. H., Lurie, J., & Hoffman, D. (1998). *Aurora balanced literacy approach: Impact on achievement.* Denver: RMC Research Corporation.

Sample Sites

Alderwood Elementary
3400 Hollywood Avenue
Bellingham, WA 98225
360-676-6404
Principal: Adrienne Nelson
Demographics: urban; 1% African American, 9% Asian, 5% Hispanic, 77% white; 56% free/reduced lunch; Title I schoolwide

Madison Heights Elementary
7150 North 22nd Street
Phoenix, AZ 85020
602-664-7800
Principal: Claudette Gronski
Demographics: urban; 9% African American, 3% Asian, 19% Hispanic, 2% Native American, 67% white; Title I schoolwide

Montview Elementary
2055 Moline Street
Aurora, CO 80010
303-364-8549
Principal: Debbie Backus
Demographics: urban; 26% African American, 6% Asian, 50% Hispanic, 2% Native American, 16% white; 81% free/reduced lunch; 47% ESL; Title I schoolwide

Parsons Elementary School
48 Parsons Street
Easthampton, MA 01027
413-529-1555
Principal: Brian Fink
Demographics: suburban; 90% white, 10% other; 50% free/reduced lunch

West Elementary
2911 Kingswood Drive
Arlington, TX 75052
972-595-0100
Principal: Yleen George
Demographics: urban; 23% African American, 9% Asian, 10% Hispanic, 57% white

For more information, contact:

Richard C. Owen or Phyllis Greenspan
Richard C. Owen Publishers, Inc.
PO Box 585
Katonah, NY 10536

Phone: 914-232-3903
Fax: 914-232-3977
E-mail: rcowen@worldnet.att.net
Web site: www.rcowen.com

Ventures Initiative and Focus® System (K–12)

IN BRIEF
Ventures Initiative and Focus System

Developer	Ventures In Education, Inc.
Year Established	1981
# Schools Served (Jan. 1999)	100+
Level	K-12
Primary Goal	to raise students' academic performance
Main Features	• development of students' communication/thinking skills • student-centered instruction • interdisciplinary project learning • a balanced approach to early literacy • literacy instruction for older students based on application of thinking skills
Results	gains on college entrance exam scores; gains at selected high schools on other standardized tests; increased enrollment in AP courses and college attendance
Impact on Instruction	transition to instruction that is student-centered, inquiry-based, project-based, arts-infused, and aligned with standards
Impact on Organization/ Staffing	leadership training with a focus on student performance
Impact on Schedule	time required for professional development workshops, collaborative planning, and study
Subject-Area Programs Provided by Developer	yes (particularly science, math, and literacy)
Students Served	
Title I	yes
English-language learners	yes
Urban	yes
Rural	yes
Parental Involvement	parents apprised at beginning and end of year; parent(s) may be included in training cohort
Technology	integration of instructional methods and technology with content
Materials	provided by developer (*e.g.*, books from various publishers, tapes, worksheets, monthly forms for measuring staff development progress)

Origin/Scope

The Ventures Initiative and Focus Comprehensive Reform System was developed by Ventures In Education, Inc. Begun in 1981 as a funded program of the Josiah Macy, Jr. Foundation and established as an independent corporation in 1990, Ventures In Education has granted to its affiliate company, Ventures Education Systems Corporation (VESC), exclusive rights to market the Ventures Initiative and Focus system to schools. To date, VESC has worked with over 100 schools in 10 states and Washington, DC.

General Description

The goal of the Ventures Initiative and Focus system is to raise the academic achievement of minority and economically disadvantaged students so that they are performing at or above grade level and are well-prepared to enter the work force or pursue higher education upon graduation. This is accomplished by providing teachers with long-term staff development in student-centered, inquiry-based instructional strategies that are fully integrated with content and aligned with national, state, and local standards.

The Ventures Initiative and Focus system is a synthesis of applied teaching and learning methods. Its step-by-step approach is designed to lead to more effective classroom management and school functioning. The system is based on research in the cognitive and neurological sciences. Specifically, the approach:

- Establishes an educational environment conducive to lifelong learning — by teaching students to communicate constructively and to work effectively together and alone

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- Guides students to learn, master, and retain new information, to seek resolution of complex problems, and to complete interdisciplinary projects
- Provides a balanced literacy approach integrating phonological awareness and language-based literacy instruction for grades K-3, and structured thinking skills and content instruction for grades 4-12
- Aligns measurable goals for student performance and achievement with schoolwide curricula and instruction, as well as with national, state, and local content and performance standards, across all grade levels and academic disciplines
- Creates opportunities for school-to-job/career learning (through problem-based learning and project learning) as students interact with community members from a variety of fields
- Helps administrators learn to assess student performance on standardized tests so they can identify areas that require improvement
- Invites selected parents and community members to participate in staff development and offer their professional expertise in the classroom
- Helps senior administrators evolve from managers of day-to-day operations to facilitators of the change process and leaders in curriculum and instruction

Results

In the 1980s, an earlier version of the Ventures program served selected students in 39 urban and rural high schools attended largely by poor and minority students. A study published by the McKenzie Group in 1990 reported that, among other positive findings, Ventures students scored considerably higher on the SAT than their same-race peers across the country. An interim report on more than 50 high schools involved in a Ventures in Science program from 1993-96 noted improvements across sites in students' math and science grades. A 1995 study of the first two years of the Walks of Life program, a New York City school-to-work program of which the Ventures Initiative and Focus system was a cornerstone, concluded that it was too early to discern significant differences between Walks of Life schools and comparison schools in students' math and reading performance.

Data from these and other sources show improvements in students' scores on a variety of standardized tests at individual Ventures schools. For example, at an Arkansas school, average ACT scores rose from 16 to 21 over a two-year period. After 11th grade teachers at an Alabama school had undergone Ventures training, 11th grade students outscored the prior year's cohort on the Stanford Achievement Test in reading comprehension and English by wide margins. The number of Regents exams passed by students at a high school in the Bronx increased by 146 percent over a five-year period.

Increases on other indicators (e.g., enrollment in Advanced Placement courses, graduation rate, college attendance, and acceptance into medical school) also suggest the impact the Ventures Initiative and Focus system has had on students.

Implementation Assistance

- ***Project Capacity:*** VESC's New York City office includes a staff of 10 who supervise all planning, training, and onsite coaching activities for a network of close to 100 professional educators around the country. Each school's cohort of participating teachers and administrators is matched with a school-based trainer who lives in the vicinity.

- ***Faculty Buy-In:*** As a prerequisite for working with any school, VESC requires that the school leadership and a majority of the teaching staff are in support of such a partnership. VESC works collaboratively with the principal and leadership team from the creation of a customized strategic plan and time line, through implementation, to completion of the contract.
- ***Initial Training:*** The initial component of the Ventures Initiative and Focus system is a two-day staff development session for all participants, generally held at the school site. The session helps participants learn to establish an environment that eliminates negative communication and promotes constructive interaction and thinking. Effective techniques are demonstrated through experiential exercises that facilitate collaboration among students.
- ***Follow-Up Coaching:*** During the first year, the VESC staff developer makes at least five site visits to each teacher's classroom to ensure systematic transition from a traditional to student-centered approach. In addition, periodic review sessions are held. If a school contains a large teaching staff, VESC can prepare cohorts of teachers and administrators to serve as master trainers for the rest of the faculty.
- ***Networking:*** All VESC schools have shared their experiences with each other and serve as resources for schools just beginning the program. A VESC Web site is currently under development.
- ***Implementation Review:*** VESC's strategy for monitoring progress in implementation includes: a Strategic Plan/Blueprint for Implementation that describes the sequence of professional development activities for each year; the gathering of baseline data at the beginning of each school year, which is used as a yardstick to measure changes; monthly implementation forms completed and shared by school leaders; workshops on the item analysis of student performance on standardized tests; end-of-year meetings for self-evaluation; and interim and final reports prepared by VESC.

Costs

Pricing includes onsite training workshops, training materials, in-class coaching days, and offsite support. Costs for implementing the Ventures Initiative and Focus system include the trainers, days, materials, and the time it takes to prepare, plan, train, implement, coach, and monitor the progress of implementation onsite and offsite.

For one cohort (with a maximum of 25 people), the cost per person for one year is approximately $1,650, inclusive of books and other materials (which generally range from $150 to $250 per person). The average number of days in a year of professional development and training ranges from 25 to 30 at an average cost of $37,500 to $45,000 per cohort. The number of cohorts that can be trained at one time is unlimited.

VESC costs do not include meals, refreshments, or rental of offsite facilities if such are required. Since workshops are normally held during school hours and are generally full-day sessions, schools may incur per diem expenses to hire substitute teachers. If workshops are held after school or on weekends, schools may be required to pay stipends.

Student Populations

VESC has worked with youngsters from culturally diverse, disadvantaged, and special populations in both urban and rural settings, as well as on the Navajo Reservation. The majority of students have been eligible for free or reduced-price lunch. Some of the published materials used by VESC for training in constructive communication and effective group process are available in Spanish.

Special Considerations

Although data collected by VESC may be disseminated through reports, such reports will at no time identify by name the teachers or students involved.

Selected Evaluations

Developer

Ventures In Education, Inc. (1995). *Final report: Problem-based learning teacher training, West Alabama Ventures In Education (WAVE) for the grant period September 13, 1993-September 30, 1995.* New York: Author.

Ventures In Education, Inc. (1996). *Ventures In Science: Insuring opportunity now (V.I.S.I.O.N.)* (Interim report for NSF-sponsored grant HRD-93500545). New York: Author.

Outside Researchers

Bailis, L. N. (1995). *Evaluation of Walks of Life: Second annual report.* Waltham, MA: Brandeis University.

McKenzie Group. (1990). *Expanding horizons: A vision for our high schools.* Washington, DC: Author.

McKenzie Group. (1994). *Expanding horizons: Success in high school and beyond.* Washington, DC: Author.

Sample Sites

Community School District 32
797 Bushwick Avenue
Brooklyn, NY 11221
718-518-7913
Contact: Patricia Vanderhoef
Demographics: urban; predominantly African American and Hispanic

Highland Elementary School
1341 Duck Street
Eunice, LA 70535
318-457-5161
Principal: Claud W. Moody, Jr.
Demographics: rural; 59% African American, 1% Asian, 1% Hispanic, 39% white

Hillhouse High School
480 Sherman Parkway
New Haven, CT 06511
203-946-8484
Principal: Lonnie Garris
Demographics: urban; 92% African American, 3% Asian, 4% Hispanic; 33% free/reduced lunch

Paramount High School
PO Box 188
Boligee, AL 35443
205-336-8557
Principal: Abraham Kennard
Demographics: rural; 100% African American; 97% at or below poverty level

Washington Irving High School
40 Irving Place
New York, NY 10003
212-674-5000
Principal: Robert Durkin
Demographics: urban; 40% African American, 54% Hispanic; 47% free/reduced lunch

For more information, contact:

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Skill- and Content-Based Reform Models

Introduction: Skill- and Content-Based Reform Models

Models focusing on particular skills (e.g., higher-order thinking skills) or subject areas (e.g., reading or mathematics) have a longer history in school reform than entire-school models, and more of them exist. In and of themselves, these models generally lack sufficient breadth of impact on the entire school to provide a strong lever for broad-based reform. However, skill- and content-based models can serve as building blocks for such reform. Indeed, the Comprehensive School Reform Demonstration program allows for the use of funds to support schools that adopt skill- and content-based models, provided the models are integrated into a comprehensive school reform program that coherently addresses all nine components of comprehensiveness outlined in the law (see Appendix B).

Reading/Language Arts Models

Early Intervention in Reading (K–4)

IN BRIEF **Early Intervention in Reading**	
Developer	Barbara Taylor, University of Minnesota
Year Established	1989
# Schools Served (Jan. 1999)	200+
Level	K-4
Primary Goal	to help struggling readers become competent and independent in reading
Main Features	• daily reading and writing sessions for small groups of struggling students • focus on strategies and independence • phonemic awareness training (K-2)
Results	in several studies, EIR students have outperformed control groups; additional data collected at 100+ schools indicate that 80% of EIR first grade children read independently at the end of the year, and 80% of EIR second grade children who enter second grade reading below a primer level are reading on a second grade level by the end of the year
Impact on Instruction	builds the capacity of classroom teachers to provide effective reading instruction to all students
Impact on Organization/ Staffing	none
Impact on Schedule	20 minutes of daily instruction to groups of 5-7 students
Students Served	
Title I	yes
English-language learners	yes
Urban	yes
Rural	yes
Parental Involvement	parents are asked to listen to their child read at home
Technology	Internet capability strongly recommended
Materials	training notebook; assessment materials; curriculum materials to support school-purchased books

Origin/Scope

Early Intervention in Reading (EIR) was developed in 1989 by Barbara Taylor of the University of Minnesota. Since that time over 200 schools in Minnesota and throughout the country have used EIR with over 11,500 struggling readers in grades K-4.

General Description

EIR is a daily, 20-minute small group supplemental reading program taught by the classroom teacher to a group of five to seven struggling readers. The goal of the program is to have students become confident and independent readers.

In grades one and two this program involves a three-day cycle of activities including:

- repeated reading of a story
- working with words/phonics instruction
- phonemic awareness training
- coaching for comprehension
- guided sentence writing to enhance phonemic awareness and understanding of the alphabetic principle
- coaching on the use of word recognition strategies to foster independence
- one-on-one reading practice

The third and fourth grade component involves a five-day cycle of activities, including repeated reading, decoding multi-syllabic words, coaching for comprehension, and writing to enhance comprehension. Students in the grade three or four program also serve as one-on-one reading buddies to first or second grade EIR students once a week.

The kindergarten program focuses on children's enjoyment of literature; discussion of stories related to their lives; creative dramatics; and development of phonemic segmentation and blending, rhyme, concepts of print, and letter-sound knowledge.

Results

A study of four early-reading programs implemented in 27 elementary schools in a Massachusetts school district concluded that students receiving EIR instruction outperformed students receiving instruction in the other three methods on all seven measures developed for the study. The measures addressed letter name identification, letter sound identification, segmenting sounds, blending sounds, dictation skills, production of additional words, and word reading skills.

In two smaller studies, students in the EIR program outperformed students in control groups. In one study, conducted in the early 1990s, 67 percent of low achieving first-graders who participated in EIR were reading at least at a pre-primer level at the end of the year, compared with 36 percent of low achieving students in the control group. In the second study (1994-95 school year), 9 of the 12 second-grade students participating in EIR (which in this case included a cross-age tutoring program) were able to read second-grade material with at least 90 percent word recognition accuracy; none of the 12 students in the control group could do so.

Additionally, data collected across numerous urban, suburban, and rural districts (involving more than 100 schools) over an eight-year period reveal that on average 80 percent of first grade children in the EIR program are reading independently at the end of first grade and reading on grade level in second grade. On average, 80 percent of second grade children in EIR who enter second grade reading below a primer level are reading on a second grade level by the end of second grade. Results in schools where 70-90 percent of children participate in the subsidized lunch program indicate that after one year of using EIR, 55 percent of at-risk first graders are reading well by the end of first grade and 55 percent of second grade students who come to grade two not yet reading at primer level are reading at grade level by the end of second grade. EIR has been used extensively with second language (especially Hmong) students with good results: 75% of students reading independently at the end of first grade.

Implementation Assistance

- ***Project Capacity:*** Training and support is provided during the school year by an EIR trainer. For the 1999-2000 school year, four trainers will be available, each of whom can work with 10 district cohorts of 36 teachers. Trained EIR teachers also can lead monthly discussion groups and become trainers for new school districts. Participating schools/districts are expected to designate a local site coordinator to act as liaison between the school and the EIR trainer.
- ***Faculty Buy-In:*** Information sessions both at the University of Minnesota and off-site are provided by the developer. No formal buy-in is required, but participating teachers must commit to attending once-a-month training sessions during the first year of the program and to implementing the program during the school year.
- ***Initial Training:*** EIR offers two staff development options for participating teachers,

one following a more traditional approach with an introductory workshop and follow-up sessions, the second utilizing the Internet for follow-up. For option one, all teachers participate in a one-day introductory training session prior to beginning the program. A training notebook containing readings, procedures, assessments, teaching materials, and take-home activities related to the EIR program is provided to all participants. Under the second option, a school or district facilitator attends a two-day workshop in Minneapolis to learn how to use the Internet-based staff development program. The training notebook can be downloaded or purchased under this option.

- ***Follow-Up Coaching:*** Under option one, continued training and support includes monthly training meetings either in person or via conference calls plus from 1 to 10 onsite visits by the EIR trainer for observation and support of classroom teachers. Under the second option, the facilitator leads the group through the Internet program at monthly training meetings, which end with a conference call with the EIR trainer. In the fall, an EIR trainer makes a two-day onsite visit to the school or district. (A winter visit also can be arranged.) Under both options, a teacher-training-teachers model of staff development allows districts to assume responsibility for their training over a three-year period. An annual reunion workshop is held for teachers who have received EIR training.
- ***Networking:*** EIR provides on-going professional development support through its Web site and discussion site within the Web site.
- ***Implementation Review:*** Through onsite visits the EIR trainer observes implementation of the various components of the program. The local onsite coordinator is also in contact with the EIR trainer to report site concerns and questions. All teacher participants are required to complete a spring questionnaire on the effectiveness of the program.

Costs

Ideally a site will involve one cohort of teachers (30-36 individuals). These teachers may be from up to five buildings across neighboring districts. The cost of implementing EIR in the first year ranges from $500 to $1,200 per participating teacher, depending on the number of teachers in a cohort and the number of onsite visits arranged with the EIR trainer. If a district takes over EIR training, costs to train new cohorts of teachers decrease in years two and three.

Student Populations

EIR has been implemented in urban (high poverty, Title I), suburban, and rural schools. It has been used extensively with second language learners, showing good results with Hmong students.

Special Considerations

None.

Selected Evaluations

Developer

Taylor, B. M. (1995). *The early intervention in reading program: Results and issues spanning six years.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Taylor, B. M., Hanson, B., Justice-Swanson, K., & Watts, S. (1997). Helping struggling readers: Linking small-group intervention with cross-age tutoring. *The Reading Teacher, 51,* 196-208.

Taylor, B. M., Short, R. A., Frye, B. J., & Shearen, B. A. (1992). Classroom teachers prevent reading failure among low-achieving first-grade students. *The Reading Teacher, 45,* 592-597.

Outside Researchers

Chard, D. J. (1997). *Final evaluation report AY 1996-1997 Early Reading Intervention Project: Springfield Public Schools, Springfield, Massachusetts.* Austin: University of Texas.

Sample Sites

East Elementary School
722 Mill Bay Road
Kodiak, AK 99615
907-486-9215
Contact: Delany Smith
Demographics: rural; 43% minority; 25% free/reduced lunch

Sunnyside Elementary School
2070 County Road H
New Brighton, MN 55112-1586
651-784-5226
Contact: Ceil Critchley
Demographics: suburban; 10-15% minority; 37% free/reduced lunch

Staples Elementary School
1025 NE 4th Street
Staples, MN 56479
218-894-2433
Contact: Rynell Schock
Demographics: rural; 65% free/reduced lunch

Webster Open School
425 5th Street
Minneapolis, MN 55413
612-627-2312
Contact: Judy Parizek
Demographics: urban; 70% minority; 83% free/reduced lunch; 40% English language learners

For more information, contact:

Barbara Taylor
Early Intervention in Reading Program
1517 Goodrich Avenue
St. Paul, MN 55105
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Fax: 651-698-9405
E-mail: bmtaylor@mr.net
Web site: www.eireading.com

Exemplary Center for Reading Instruction (K–12)

IN BRIEF Exemplary Center for Reading Instruction	
Developer	Ethna R. Reid
Year Established	1966
# Schools Served (Jan. 1999)	2,359
Level	K-12 (with primary focus on K-8)
Primary Goal	teach students to read, write, listen, and speak so they can communicate effectively
Main Features	• mastery learning approach to language arts instruction • individualized instruction • emphasis on expressive skills (writing and speaking) as well as receptive skills (reading and listening) • applications to other content areas
Results	evaluations conducted over the past 20 years at multiple sites using a variety of standardized tests have demonstrated a significant positive impact on the reading achievement of regular, remedial, special education, and bilingual students
Impact on Instruction	three daily instructional components: skills, practice, and backup skills; considerable time devoted to small group and individualized instruction
Impact on Organization/ Staffing	educators evaluate possible re-deployment of current staff
Impact on Schedule	educators evaluate current schedules and use of time
Students Served	
Title I	yes
English-language learners	yes
Urban	yes
Rural	yes
Parental Involvement	ECRI materials address parent involvement
Technology	no new technology required
Materials	20 teacher texts required; teaching materials and mastery tests that correspond to student textbooks are provided

Origin/Scope

The Exemplary Center for Reading Instruction (ECRI) has been teaching teachers since 1966 when Granite School District in Salt Lake City received a Title III grant. Ethna R. Reid has been its director since that time. Teachers from thousands of schools (mostly elementary and middle schools) in all 50 states have received ECRI training. Developers estimate that 1,850 elementary and 509 secondary schools have adopted ECRI as a schoolwide reading program.

General Description

ECRI is a highly structured, teacher directed, mastery learning approach to instruction in language arts. Increased time on task, high expectations, individualized instruction, positive reinforcement, use of overt responses from students, and integrated instruction are all hallmarks of this approach.

Using reading materials currently in place at the school, ECRI-trained teachers follow dialogues, or scripts, as they move students through three daily instructional components: skills, practice, and backup skills. During skills time, teachers use a three-step process to introduce new material: modeling, prompting, and practice. Students sometimes respond in unison and sometimes individually to teacher prompts. ECRI teachers deploy a variety of instructional methods as they teach vocabulary, comprehension, literature, creative and expository writing, and study skills.

Practice time, when students learn to use the skills introduced in skills instruction, is devoted to three primary tasks: small group discussions, individual conferences with students, and individually administered mastery tests (oral or written performance-based tests). Teachers learn to develop mastery tests based on the curriculum and materials in place at the school. Students progress at their own pace as they demonstrate mastery of skills. Students also learn to keep records, diagnose problems, and judge when they are ready for mastery tests.

Backup skills time is reserved for instruction in penmanship, spelling, dictation, and proofreading. Throughout all components of instruction, ECRI stresses that expressive skills (writing and speaking) are more important than receptive skills (reading and listening). Therefore, ECRI students write and discuss daily.

Although the ECRI approach was designed for language arts instruction, it can be used in other content areas as well.

Results

A series of evaluations conducted from 1986 to 1990 demonstrated a significant positive impact of ECRI on student reading achievement. In Morgan County, Tennessee, for example, four schools implemented ECRI (1988-89) as their regular reading program in grades 2 through 7; one school retained its existing commercial reading program and acted as a comparison. All students were pre-tested in spring 1988 using the Stanford Achievement Test (SAT), then post-tested in spring 1989 after a full year of instruction. All ECRI grades recorded significant mean gains in reading comprehension and vocabulary, averaging 10.0 NCEs for comprehension and 8.8 NCEs for vocabulary. All comparison group gains, with the single exception of sixth-grade vocabulary, were nonsignificant or negative.

Overall, the studies involved 2,274 students in 11 public schools in regular education, special education, remedial education, bilingual education, and Chapter I classes from coast to coast. Regular education students (n=1,733) gained an average of over 8 NCEs in total reading scores. Children with special needs (bilingual, Chapter I, and remedial) showed an average gain of 14 NCEs. And special education students showed an average gain exceeding 19 NCEs. All of these gains were statistically significant when compared with control and normative expectations.

Another series of evaluations conducted from 1990 to 1996 covered 6 sites in five states, involving 1,986 children. In one of the sites, a Chapter I school served as a comparison for two ECRI schools. At all six sites, ECRI students demonstrated significant gains on reading subtests of various standardized achievement tests. Average gains per class across all schools and groups ranged from 5.4 NCEs to over 26 NCEs.

At multiple sites not included in the studies described above (most of them elementary and middle schools), similar results have been demonstrated on a variety of standardized tests over the past 20 years.

Implementation Assistance

- ***Project Capacity:*** In addition to five full time trainers, ECRI has 58 certified trainers available to offer awareness sessions and seminars throughout the country and to assist teachers as they implement the program. As ECRI staff members work with schools/districts, they encourage educators to develop trainers onsite. ECRI holds an annual Invitational Conference for Teachers of Teachers.
- ***Faculty Buy-In:*** ECRI sends awareness materials (such as videotapes of ECRI classrooms) and/or offers awareness sessions onsite to interested educators. Names of

schools/districts that are implementing ECRI are also provided. Visits to these sites are encouraged. No formal buy-in is required.

- ***Initial Training:*** A five-day initial seminar with one ECRI staff person for 35-40 teachers is desirable, followed by intermediate and advanced seminars. The seminars include lecture, practice sessions, and demonstrations with students. ECRI also offers seminars for principals and other district administrators and encourages them to attend the seminars teachers are attending.
- ***Follow-Up Coaching:*** Periodic visits by ECRI staff to teachers' classrooms to demonstrate, model, and monitor are encouraged. After-school workshops and personal consultations are offered. Teachers also can videotape their teaching and evaluate their proficiency with ECRI-designed proficiency checklists.
- ***Networking:*** Through its conferences, newsletter, toll free telephone number, and Web site, ECRI provides information, answers questions, and encourages educators throughout the country to collaborate. ECRI teachers share materials they have developed, schedule visits to each other's sites, and participate in special events at Reid School and Reid Ranch in Salt Lake City.
- ***Implementation Review:*** During the initial seminar, teachers establish goals and benchmarks and outline steps to achieve them. They are introduced to observation checklists and proficiency evaluations that can be used as they videotape their classrooms. Ninety days following the seminar, teachers complete a self-assessment checklist. Administrators who attend the seminars are provided strategies for assisting teachers and monitoring student progress. Teachers move through four levels of proficiency, depending upon the seminar they have attended: Initial Level, Introductory, Intermediate, and Proficient. The specificity of the ECRI training makes it easy to analyze its implementation.

Costs

Each teacher in the initial seminar uses a set of ECRI texts that cost $268. A second set is required for the next level of training. For the seminar and additional follow-up days, the school/district pays an honorarium of $600 per day plus expenses for one ECRI trainer for up to 40 trainees. Schools/districts may also have to cover stipends or release time for teachers during training.

Existing district reading and content materials may be used. Supplies for teachers and students are those usually found in schools. No special staffing or facilities are required to implement ECRI. Awareness materials and a catalogue are available at no cost.

Student Populations

ECRI has been implemented and evaluated in rural, suburban, urban, and Title I schools across the country. Evidence demonstrates the program's positive impact on regular, special needs, bilingual, and special education students.

Special Considerations

There are no special considerations in adopting ECRI except those common to creating change within a school.

Selected Evaluations

Developer

ECRI Project. (1996). *ECRI validation reports.* Salt Lake City, UT: Reid Foundation.

Outside Researchers

Ferguson, C. L., Mangum, J., & Coffey, K. (1998). The South Louisiana Study. *Mastery Learning and the Teaching of Reading, 16*(1), 1, 3, 7.

Reid, E. R. (1986). Practicing effective instruction: The Exemplary Center for Reading Instruction approach. *Exceptional Children, 52*(6), 510-519.

Reid, E. R. (1997). Exemplary Center for Reading Instruction (ECRI). *Behavior and Social Issues, 7*(1), 19-24.

(The latter two articles report evaluation data compiled by independent researchers.)

Sample Sites

Andrew Jackson Elementary
PO Box 100
Halifax, NC 27839
252-583-2021
Contact: Vera Palmer
Demographics: rural; 98% African American, 2% white; 90% free/reduced lunch

C. W. Stanford Middle School
308 Orange High School Road
Hillsborough, NC 27278
919-732-6121
Principal: Leonard Mayo
Demographics: rural; 38% African American, 2% Hispanic, 60% white; 30% free/reduced lunch; 2% ESL

Grenada School (K-8)
516 Shasta Boulevard
Grenada, CA 96038
530-436-2233
Contact: Rob Parsons
Demographics: rural; 2% African American, 4% Asian, 4% Hispanic, 10% Native American, 80% white; 50% free/reduced lunch

Mims Elementary
1201 Brice Drive
Mission, TX 78572
956-580-5645
Contact: Hurla Midkiff
Demographics: urban; 91% Hispanic, 8% white; 100% free/reduced lunch; 13% ESL

Sojourner Truth School (K-3)
1443 North Ogden
Chicago, IL 60610
773-534-8121
Contact: Gloria Crite
Demographics: urban; 99% African American; 100% free/reduced lunch

Fort Smith Public Schools
3205 Jenny Lind
Fort Smith, AR 72902
501-785-2501
Contact: Kellie Cohen
Demographics: urban; 15% African American, 7% Asian, 8% Hispanic, 3% Native American, 67% white; 46% free/reduced lunch; 13% ESL

For more information, contact:

Ethna R. Reid, Director
Exemplary Center for Reading Instruction (ECRI)
3310 South 2700 East
Salt Lake City, Utah 84109
Phone: 801-486-5083, 800-468-ECRI
E-mail: ereid@xmission.com
Web site: www.xmission.com/~ereid/reader.htm

Junior Great Books (K–12)

IN BRIEF Junior Great Books	
Developer	Great Books Foundation, Chicago
Year Established	1962
# Schools Served (May 1998)	9,500
Level	K-12
Primary Goal	teach students how to read with comprehension, think, and communicate as literate, responsible citizens
Main Features	• K-12 literature-based program using books and stories that are age appropriate • Shared Inquiry method of literary analysis and discussion
Results	higher gains on some measures of critical thinking, reading comprehension, and vocabulary for students in JGB programs than for students in control groups
Impact on Instruction	teachers learn consistently to apply inquiry-based methods of instruction using questioning strategies of shared inquiry; methods are intended to be carried over to other areas of the curriculum
Impact on Organization/ Staffing	school appoints an onsite coordinator
Impact on Schedule	students participate in a minimum of three 45-minute sessions per week
Students Served	
Title I	yes
English-language learners	yes
Urban	yes
Rural	yes
Parental Involvement	at-home reading component
Technology	no computer equipment is required
Materials	includes grade-specific teacher guides, assessment strategies, student reading anthologies, student activity books, and audio tapes

Origin/Scope

One million students from kindergarten through high school participate in Junior Great Books (JGB) each year. Developed in 1962 by the Great Books Foundation in Chicago, the program is currently used in 9,500 schools in 50 states and eight foreign countries. In 1992, the foundation published a major expansion of JGB to increase its accessibility to the full range of students in the classroom.

General Description

Junior Great Books is an inquiry- and literature-based program designed to develop the critical thinking and reading skills of students in grades K-12. The JGB Shared Inquiry method and materials provide a consistent, intensive focus on moving students beyond rudimentary, literal comprehension to reading for meaning—beyond passive information consumption to the critical and creative thinking that leads to understanding and intelligent action. The program cultivates a disposition to pursue ideas in depth and develops the skills needed to do so effectively.

Shared Inquiry serves as the core of JGB Program. Teachers engage students in interpretive discussions, encouraging them to search for answers to fundamental questions about the meaning of literary selections. Discussions begin with a question that challenges students to think critically about the reading assignment, develop their own interpretations, and support their ideas with evidence from the text. The teacher guides students toward developing their own text-based analyses by posing thought-provoking, open-ended questions for which there may be several reasonable answers. Because the answers are not stated explicitly in the text, students must grapple with and substantiate their ideas about the author's meaning. Throughout the discussion, the teacher models and nurtures thoughtful dialogue by asking questions to develop and build on students' responses.

The students' search for meaning begins with at least two readings of the selection, guided by close analysis of character development, the author's use of language, and other key elements of the piece. Shared Inquiry discussion provides a forum for students to articulate, support, and develop their interpretations, which are based on their own reading and on the ideas and evidence offered by their peers. Students are asked to further develop and support their ideas in persuasive and creative writing assignments following discussion.

JGB literature is age-appropriate and carefully selected to challenge and reward readers, encourage rigorous examination, and promote discussion. JGB students' early immersion in complex and multifaceted literature enables them to approach increasingly challenging selections in subsequent grades with confidence, curiosity, and thoughtfulness. For each reading selection, a sequence of interpretive strategies is suggested. The activities are designed to help students explore literature from their own point of view and develop and support their interpretations in oral and written contexts.

The JGB materials, strategies, and training equip teachers with the means to apply inquiry-based learning and produce results. JGB has been named as an exemplary program by the American Federation of Teachers, the National Javits Project for Language Arts Research, the Clark Foundation, the United States Department of Education's Program Effectiveness Panel for the National Diffusion Network, and the Texas Center for Educational Research.

Results

Studies by the Great Books Foundation and by independent researchers have documented student gains in critical reading and thinking skills, reading comprehension, use of evidence, and vocabulary.

In one study, for example, teachers in third-grade classes in 15 Chicago-area schools implemented the JGB program. The performance of students in those classes was compared to the performance of students in control classes in the same schools. After 18 weeks, students in the JGB classes supported interpretations of stories with evidence from the text more frequently than students in control classes. JGB students also outperformed control students on the reading vocabulary subtest of the Iowa Test of Basic Skills (ITBS). Another study compared a group of fifth graders using JGB with a group using basal readers. Over the course of a semester, the JGB group demonstrated significantly greater gains in critical thinking skills (as measured by the Ross Test of Higher Cognitive Processes) than students in the basal reader group. A third study found that low-ability students in a JGB discussion group scored higher on the reading comprehension subtest of the ITBS and improved more in inferential comprehension than low-ability students in the control group.

Additionally, some schools using JGB have witnessed impressive gains in test scores. For example, an elementary school in Chicago adopted the program on a wide scale in 1994. By 1996, the number of sixth grade students who met the ITBS reading standard had increased by 24%. Similar increases were reported in other grades.

Implementation Assistance

- ***Project Capacity:*** The Great Books Foundation provides a training staff to conduct onsite beginning, intermediate, and advanced courses and consultation for implementing schools and districts. In addition, a local site coordinator receives instruction in program coordination/support techniques.
- ***Faculty Buy-In:*** Teacher training is preceded by planning with school personnel to ensure effective practices and curricular fit. Implementation by all teachers in at least grades three through five is recommended.
- ***Initial Training:*** The foundation requires participating teachers to complete the two-day, 10-hour Basic Leader Training Course before using JGB. Participants receive a course manual, a grade-appropriate instructional guide, and various support pieces.
- ***Follow-Up Coaching:*** The foundation offers a program of follow-up support for teachers and administrators to ensure successful implementation. Onsite consultations and training are staged to provide teachers with guidance and feedback and to establish and review benchmarks for student performance. Schools implementing JGB are required to schedule a total of six contact days (training, classroom observations, demonstration, and coaching) for participating teachers during each of the first two years of implementation. At the end of the first year, lead teachers are identified for the following year and are given additional instruction.
- ***Networking:*** JGB provides ongoing professional development and support through a toll-free number with regional specialists and through the Internet (Web site, e-mail questions and answers, etc.).
- ***Implementation Review:*** The JGB consultant, along with the site coordinator, monitors implementation progress through regular observations, teacher surveys, and evaluation instruments. Recommendations are made by the consultant at regular checkpoints concerning the modification of implementation practices.

Costs

The total cost per participating teacher is approximately $2,100, which includes training, consulting, and level-specific materials (Teacher Editions, literature anthologies, activity books, and audiotapes). Cost is based on a class size of 30 students. Additional costs are teacher time for training and the appointment of a local coordinator.

Student Populations

Junior Great Books is designed as a practical curriculum component for a wide range of students including Title I, English language learners, minority, remedial, and advanced learners. The JGB program introduces higher-level skills into the reading program in a way that supports acquisition of basic skills for all students.

Special Considerations

Junior Great Books is based on Shared Inquiry instruction requiring the teacher to become guide and facilitator of ideas, rather than provider of facts. The approach emphasizes individual interpretation of texts and collaborative exploration and development of ideas.

Selected Evaluations

Developer

Great Books Foundation. (1992). *The Junior Great Books curriculum of interpretive reading, writing, and discussion: A proposal submitted to the Program Effectiveness Panel for the National Diffusion Network of the U.S. Department of Education.* Chicago: Author.

Outside Researchers

Bird, J. J. (1984). *Effects of fifth graders' attitudes and critical thinking/reading skills resulting from a Junior Great Books program.* Ed.D. dissertation, Rutgers University, New Brunswick.

Heinl, A. M. (1988). *The effects of the Junior Great Books program on literal and inferential comprehension.* Paper presented at the National Reading Conference, Tucson, AZ.

Kelly, J., Benson, M., & Benson, D. (1996). *Junior Great Books: Summary of program implementation and evaluation.* Castleberry, TX: Castleberry Independent School District.

Sample Sites

Amelia Earhart Elementary
11710 East 93rd Street
Chicago, IL 60617
773-535-5582
Principal: Hellen Bolton DeBerry
Demographics: urban; 99% minority; 85% low income

Burton International Elementary
3420 Cass Avenue
Detroit, MI 48201
313-494-2394
Principal: Raymond Dudus
Demographics: urban; 94% minority; 45% low income

Joy James Elementary
5300 Buckanan Street
Ft. Worth, TX 76114
817-252-2500
Principal: Bill Bryant
Demographics: 27% minority; 21% low income

Willow Bend Elementary
4700 Barker Avenue
Rolling Meadows, IL 60008
847-934-2925
Contact: Toni Kappel
Demographics: suburban; 40% minority; 9% poverty level

Louisa May Alcott Elementary
2625 North Orchard Street
Chicago, IL 60614
773-534-1718
Principal: Ann Shorey
Demographics: urban; 70% minority; 80% low income; 15% LEP

For more information, contact:

Deborah Mantia
Director of Program Development
The Great Books Foundation
35 East Wacker Drive, Suite 2300
Chicago, IL 60601
Phone: 800-222-5870
Fax: 312-407-0224
E-mail: mantiad@gbf.mhs.compuserve.com
Web site: www.greatbooks.org

Mathematics Models

Growing with Mathematics (K–5)

IN BRIEF Growing with Mathematics	
Developer	Mimosa Publications
Year Established	1990 (U.S.A.)
# Schools Served (Jan. 1999)	over 900
Level	K-5
Primary Goal	to build a strong foundation for thinking and reasoning, computation, real-world applications, and use of language in concept development
Main Features	• balances hands-on activities with computational reinforcement • develops concepts in depth • provides number sense activities to prepare students for success with computation • connects mathematics to other curriculum areas • is based on NCTM standards
Results	data from numerous sites show consistent improvement in scores on a variety of national and state tests across multiple years of implementation
Impact on Instruction	uses of a wide variety of teaching strategies
Impact on Organization/ Staffing	none
Impact on Schedule	minimal impact: daily 45-minute mathematics block
Students Served	
Title I	yes
English-language learners	yes
Urban	yes
Rural	yes
Parental Involvement	parent video, parent workshops, home link letters, home link activities, note to parents on homework pages
Technology	no additional technology required; optional Internet and CD-ROM activities
Materials	complete classroom materials provided; supplementary materials available

Origin/Scope

Growing with Mathematics is based on research conducted by Calvin and Rosemary Irons at the Learning Assistance Center in Australia as well as the research that supported the development of the NCTM standards. Paul Trafton and Thomas Rowan, Chairperson and member of the K-4 committee that drafted the standards, were selected by Mimosa Publications as authors along with the Irons. The K-2 model was published in 1990, and the K-5 version followed between 1995 and 1998. The program is being used in over 900 schools across the United States, several DODDS locations, and over 15 foreign countries.

General Description

The studies conducted by the Irons' revealed the importance of building a strong foundation for thinking and reasoning skills, computational skills, the ability to apply mathematics, and the role of language in the development of mathematical concepts. Accordingly, Growing with Mathematics is an activity-based, problem-solving approach to learning mathematics that incorporates computation and skill development as a major component, thus maintaining a balance between concepts and skills. Through a complete series of hands-on activities that encourage interaction and discussion, students explore, discover, and build meaning for mathematical knowledge, with both teacher and parent guidance. Emphasis is placed on content that encourages thinking and problem solving, and there is in-depth development of concepts. Computation and practice of skills are included daily so that students have a strong basis of understanding.

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Growing with Mathematics provides an integrated approach to learning. The program makes connections:

- between different areas of mathematics, such as patterns, relationships, and functions
- to other curriculum areas
- to the real world
- to the home, providing parent links in the materials and holding parent workshops

A major focus of the program is number sense, which is an integral part of all lessons on number and operations. A separate Number Sense strand builds from lesson to lesson through activities found at the beginning of each lesson. The program also provides tools that create a context for both oral and written communication to help develop understanding of mathematics concepts. Students often write to record information or explain their thinking. This emphasis on communication is designed to promote success in problem solving.

The program's learning goals are closely aligned with the NCTM Standards, both with respect to what and how students learn. Students' first encounter with learning goals is exploratory, involving use of materials, active engagement, and discussion of mathematical ideas. This kind of exploration makes the content goals accessible and provides the time and experiences necessary for students to learn successfully. Emphasis is placed on content that will help students become capable problem solvers and critical thinkers.

Results

Data from numerous schools and districts, drawn from a variety of national, state, and local tests, show consistent growth across multiple years for students exposed to the Growing with Mathematics program. For example, in the Cleveland (Ohio) school district, where all K-3 students have used the program since 1993, the percentage of students passing the fourth grade Ohio Proficiency Test for Mathematics rose steadily from 1995 to 1998. Cleveland was the only large school district in the state that demonstrated growth every year across that period. On the grade six Connecticut Mastery Test, the percentage of sixth-grade students in the Montville School District who met the statewide goal rose from 46 percent in 1994 to 68 percent in 1997. Over the same span, the percentage of students statewide meeting the goal rose only from 46 percent to 54 percent. (Montville elementary students had been using the program since 1991.) At an elementary school in Washington state that adopted the program for K-3 students in 1993, percentile scores for fourth grade students on the CTBS total math battery rose from the 54th percentile in 1993 (prior to student exposure to the program) to the 74th percentile two years later.

Similar results have been documented at schools and districts in Colorado, Kansas, New York, Pennsylvania, and other states on the Metropolitan Achievement Test (MAT), the Stanford Achievement Test (SAT), and the Riverside Performance Assessment.

Implementation Assistance

- ***Project Capacity:*** Mimosa's separate training division, INSIGHT, provides consultants nationwide who are trained in general mathematics education as well as Growing with Mathematics. Most of the INSIGHT consultants have used the program, so they are able to provide first-hand knowledge to new teachers. INSIGHT is also available for staff development training on different content areas of mathematics, and they can be contracted to train district trainers for ongoing help.

- ***Faculty Buy-In:*** Although no formal buy-in is required, schoolwide buy-in obviously lays the foundation for success, since optimal results are achieved when students progress from one grade level to the next using the same program. Publisher's representatives will visit sites to speak to district mathematics coordinators and/or to conduct presentations to interested groups.
- ***Initial Training:*** For district-level adoptions, Mimosa provides days of training based on the amount of program materials purchased. Additionally, summer institutes are held for large adopting districts. For individual schools that adopt the program schoolwide, the company provides a minimum of five training days for teachers: two training days before the school year begins, and three training days during the first year, ideally spaced after 4, 8, and 12 weeks of implementation.
- ***Follow-Up Coaching:*** Beyond the three follow-up training days provided as part of the standard schoolwide implementation package, schools may schedule as many additional training days as they wish. Only consultant availability and site funds limit opportunities for continuous training.
- ***Networking:*** Mimosa maintains a list of current users nationwide who are available to discuss the program. The publisher also provides an e-mail address and toll-free number staffed with a program specialist who can assist users with post-training implementation questions. A Web site contains answers to frequently asked questions.
- ***Implementation Review:*** For sites that implement the program as a pilot, teachers complete a set of feedback forms and send them to the publisher. The publisher provides implementation support and makes recommendations for program improvement.

Costs

Materials cost under $1,000 per classroom for all levels except third grade, where the cost is $1,136 per classroom. The sets contain everything needed for complete program implementation. Yearly material replacement costs average $165 per classroom, based on a class size of 24.

For schoolwide adoptions, two days of initial training and three days of follow-up are included at no extra cost to the school. Additional days of training may be purchased for $600 per trainer per day, plus expenses. Schools also need to figure in their own costs for professional development days for teachers.

Student Populations

The program was designed to meet the educational needs of all socio-economic levels, different ethnic and racial populations, and male and female students. It serves core classes, gifted and talented, Title I, special needs, ESL, LEP, and bilingual students. A complete parallel program of instruction is available in Spanish for K-2 along with math books in Spanish for K-3. The program is used across the U.S. and in several American schools in Europe. Singapore selected the program to be used in all government kindergartens. Topics are designed to appeal to a diverse student population.

Special Considerations

The content recommendations of Growing with Mathematics closely reflect the NCTM recommendations, current research on learning, and the experiences of schools in the U.S. and other countries. The program does require a strong commitment from teachers and more preparation than a traditional basal approach.

Selected Evaluations

Developer

[Cleveland City Schools: Ohio Fourth Grade Proficiency Test for Mathematics]. (1998). Unpublished raw data.

[Montville School District: Performance on Connecticut Mastery Test.] (1997). Unpublished raw data.

Unpublished data from other sites is available from the developer.

Outside Researchers

None available.

Sample Sites

Head O'Meadow Elementary
94 Boggs Hill Road
Newtown, CT 06470
203-426-7670
Contact: Gail Maletz
Demographics: suburban; 96% white

Roosevelt Elementary
800 South Walnut Street
McPherson, KS 67460
316-241-9400 (district number)
Contact: Randy Watson
Demographics: rural; 8% African American, 8% Asian, 2% Hispanic, 82% white; 54% free/reduced lunch

Tollgate Elementary
701 South Kalispell Way
Aurora, CO 80017
303-696-0944
Contact: Laurie Godwin
Demographics: 30% African American, 7% Asian, 13% Hispanic, 1% Native American, 49% white

Cleveland City School District
1380 East Sixth Street
Cleveland, OH 44114
216-574-8140
Contact: Bob Jones
Demographics: urban; 69% African American, 1% Asian, 7% Hispanic, 22% white; 14% special education

Fairfax County School District
10700 Page Avenue
Fairfax, VA 22030
703-846-8605
Contact: Shirley Maggard
Demographics: suburban; 11% African American, 14% Asian, 9% Hispanic, 65% white; 8% ESL

For more information, contact:

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Web site: www.mimosausa.com

Science Models

Iowa Chautauqua Program (K–12)

IN BRIEF Iowa Chautauqua Program	
Developer	Robert E. Yager
Year Established	1983
# Schools Served (Jan. 1999)	143 in Iowa, 67 in 17 other states
Level	K-12 (emphasis on 6-10)
Primary Goal	to alter instruction of science teachers to enhance student learning
Main Features	• year-long professional development sequence • use of National Science Education Standards • constructivist approach
Results	in controlled studies, program students perform as well as control students in the domain of science content, while performing significantly better in 5 other domains (process, applications, creativity, world view, and attitude); teachers become more confident in their knowledge and ability to teach
Impact on Instruction	student-centered instruction; cooperative learning; active scientific inquiry; focus on depth of understanding; attempts to link science to students' prior experience and to local situations and materials
Impact on Organization/ Staffing	more teacher collaboration; more involvement of community
Impact on Schedule	collaboration in allotting time to meet school objectives; may lead to block scheduling
Students Served	
Title I	yes
English-language learners	yes
Urban	yes
Rural	yes
Parental Involvement	parents and others in community are identified as partners in learning
Technology	use of computer, Internet, and other advanced technology is encouraged
Materials	target curricula with reform goals and procedures

Origin/Scope

The Iowa Chautauqua Program was initiated in 1983 as part of a 17-state project sponsored by the National Science Foundation. Initially the program involved only middle school teachers; five years after its inception, it enrolled early elementary as well as high school teachers. Most of the validation effort, however, has focused upon grades 4-10. The program has been implemented in 143 schools in Iowa and 67 schools in 17 other states.

General Description

The Iowa Chautauqua Program is a year-long staff development sequence designed to help K-12 science teachers align their curriculum, instruction, and assessment with the vision embodied in the National Science Education Standards. The standards establish eight content areas for science education:

1. Unifying Concepts and Processes
2. Science as Inquiry
3. Physical Science
4. Life Science
5. Earth and Space Science
6. Science and Technology
7. Science in Personal and Societal Perspectives
8. History and Nature of Science

The program prepares teachers to pilot test short teaching units during the fall based on content standards in these areas. After additional collaboration and training (including action research projects), teachers working in teams develop and pilot longer instructional modules adapting curricular materials developed nationally (often with federal support). The eventual goal is the creation of a unified schoolwide science curriculum and assessment plan.

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The Chautauqua program prepares teachers to use constructivist instructional strategies in the classroom. This means less emphasis on lecture, demonstration, memorization, and rigid adherence to curriculum. It means more emphasis on discussion, teacher collaboration, active inquiry, cooperative learning, continuous assessment of student understanding, and use of student experience and local issues as vehicles for learning.

Results

The Iowa Chautauqua Program and its successor, the Iowa Scope, Sequence, and Coordination project, have been evaluated by outside evaluator teams, doctoral candidates, annual assessment reports, and studies in 10 states and 6 international settings. Most of these studies have focused on changes in teacher practice and attitude. Several, however, have examined student achievement in six domains of science learning: concepts, process skills, applications, creativity, world view, and attitude. In one study, for example, 15 lead teachers each taught one science class using the Chautauqua approach and another using a traditional textbook approach. Students (a total of 722) were randomly assigned to treatment and traditional classes. Pre-tests were given to students in September and post-tests in April. The type of test used varied from domain to domain. For example, the concept domain was assessed with multiple choice tests available from textbook publishers, the process domain with 13 skills identified by the American Association for the Advancement of Science, and the application domain by multiple choice items generated by program developers. The results revealed no difference between Chautauqua and control students in the concept domain (traditional science content); in the other five domains, however, Chautauqua students demonstrated significantly more growth than control students.

Other studies have found that female students in classrooms taught by Chautauqua teachers have more positive attitudes towards science than counterparts in traditional science classes. Studies have also demonstrated numerous positive effects on teachers, including better understanding of the nature of science and greater confidence in ability to teach it.

Implementation Assistance

- ***Project Capacity:*** Four full-time coordinators in Iowa are available to help initiate new Chautauqua centers, and 29 leaders outside Iowa can assist with other developing programs. In addition, there are mentor teachers (nearly 50 in Iowa and almost as many in other areas) who are vital partners (usually one for 10–15 new teachers). Finally, there are potential trainers for the model across the U.S.
- ***Faculty Buy-In:*** An Awareness Afternoon is usually planned. The program works best when initial teachers opt in on their own. These teachers are often able to engage the rest of the faculty.
- ***Initial Training:*** The program organizes a sequence of training events over a year-long period. First, there is a two-week Summer Leadership Institute, which may be held onsite (for large districts), at a central site (in states where several schools or districts are involved), or at the University of Iowa (for sites from diverse locations). In all cases, experienced Chautauqua teachers are invited to assist with training. Second, there is a three-week Summer Training Institute that introduces new teachers from a given site to Chautauqua instructional strategies and helps them plan a five-day science unit. Organized by the leaders involved in Leadership Training, these institutes are held in Iowa or onsite if there are 20 or more teachers involved. Third,

after new teachers have piloted the unit, there is a 2½-day fall short course (held locally) where teachers develop month-long science modules. Finally, there is a 2½-day spring short course (also held locally) where teachers amass assessment data, review experiences with the modules, and plan next steps for expanding the program.

- ***Follow-Up Coaching:*** In addition to the fall and spring short courses, the local consultant for the project conducts two day-long sessions with the lead teachers during the year. Once a week, administrators, lead teachers, and parents from each building hold meetings for collection and consideration of assessment data. Throughout the year, lead teachers engage in action research projects.
- ***Networking:*** Throughout the first year, participating teachers have numerous opportunities at workshops and meetings to share experiences. Local consultants also provide a series of interim communications with central staff, lead teachers, and fellow participants, including a newsletter, special memoranda, and monthly telephone contacts. Finally, consultants plan a series of workshops to highlight pilot efforts as a way of interesting other schools and districts in the program.
- ***Implementation Review:*** Program staff conduct no formal implementation review. However, gathering data on teacher change and student achievement is built into the program. To help teachers with this process, program developers designed the *Iowa Assessment Handbook,* with sample assessment items addressing six domains of science.

Costs

Costs vary considerably based on numbers of teachers and schools involved, distance for lead teachers and teacher participants, and location of leadership workshops (i.e., onsite or at the University of Iowa). Every attempt is made to keep travel costs low.

The Summer Leadership Institute usually involves 20 persons, including grade level teachers, scientists, and curriculum leaders. After leadership training, teams are organized to work with teachers onsite — usually 30 teachers. It works best to have one lead teacher for each 10 to 12 teacher participants for the three-week Summer Training Institute and the two short courses. Costs include:

- Summer Leadership Institute: $10,500 for honoraria for the Chautauqua director, three experienced Chautauqua teachers, a scientist, and a state science consultant, plus expenses.
- Summer Training Institute: $15,800 for the director, three lead teachers, two scientists, two state consultants, and two national curriculum materials experts, plus expenses.
- Fall and Spring Short Courses: $8,500 each for honoraria for the director, two lead teachers, and a consultant, plus expenses.

Additionally, schools will need to cover expenses for teachers (including travel and substitutes).

It is possible to plan programs that involve fewer or greater numbers of teachers. It is important, however, that the program be viewed as continuous over a calendar year.

Student Populations

Teachers are prepared to function in heterogeneous, non-tracked classrooms and to pay particular attention to the needs of female, minority, and low-achieving students. Several studies have shown that female students in Chautauqua programs perform better and like science more than female students in traditional science courses.

Special Considerations

Teachers in the Chautauqua program must be open to constructivist teaching and learning principles. This means, among other things, that students work together, help define the content of programs, and are free to seek directions that interest them.

Selected Evaluations

Developer

None available.

Outside Researchers

Iskandar, S. M. (1991). *An evaluation of the science-technology-society approach to science teaching.* Doctoral dissertation, University of Iowa.

Mackinnu. (1991). *Comparison of learning outcomes between classes taught with a science-technology-society (STS) approach and a textbook oriented approach.* Doctoral dissertation, University of Iowa.

Spake-Blunck, S. M. (1993). *Evaluating the effectiveness of the Iowa Chautauqua Inservice Program: Changing the reculturing practices of teachers.* Doctoral dissertation, University of Iowa.

Sample Sites

Quaker Valley Middle School
400 Chestnut Road
Sewickley, PA 15143
412-749-3616
Contact: Dan Pellis
Demographics: suburban; less than 5% minority

St. Elizabeth Middle School
Grove Place
Pleasant Hills, PA 15236
412-881-2958
Principal: Maureen Richardson
Demographics: suburban; less than 5% minority

Sturgis Middle School
1230 Douglas
Sturgis, SD 57785
605-347-2523
Principal: Barry Furze
Demographics: rural; largely white; lower middle class

Charles City Community Schools
500 North Grand Avenue
Charles City, IA 50616
515-257-6530
Contact: Janet Dunkel
Demographics: rural; largely white; middle class

Collier County Public Schools
3710 Estey Avenue
Naples, FL 34104
941-643-2700
Contact: Susan O'Rourke
Demographics: urban/suburban; mixed with large Hispanic population

For more information, contact:

Robert E. Yager
Science Education Center
769 VanAllen Hall
The University of Iowa
Iowa City, IA 52242

Phone: 319-335-1189
Fax: 319-335-1188
E-mail: robert-yager@uiowa.edu

Other Models

ACCESS (PreK–1)

IN BRIEF
ACCESS

Developer	Primak Educational Foundation
Year Established	1982
# Schools Served (Jan. 1999)	3,000+
Level	preK-1
Primary Goal	to provide a comprehensive early educational program that promotes intellectual, social, and language development utilizing a preventive approach to learning problems
Main Features	• curricula in four areas • developmental hierarchies • individually paced learning • extended curriculum range • diversity of activities • mixed instructional modes • development of positive self-concepts
Results	independent evaluations in urban, suburban, and rural settings across the country showed statistically significant and educationally meaningful gains in all four curricular areas
Impact on Instruction	small-group instruction, more adult/child interaction, better knowledge of student needs and growth, awareness of daily objectives
Impact on Organization/ Staffing	appropriate use of paraprofessional help; involvement of parents
Impact on Schedule	teacher and paraprofessional planning time
Subject-Area Programs Provided by Developer	yes (particularly language, math, science, and perceptual-motor development)
Students Served	
Title I	yes
English-language learners	yes
Urban	yes
Rural	yes
Parental Involvement	parent workshops; parent involvement in home instruction; parent aides in classrooms
Technology	none required
Materials	teacher manuals; curriculum-based assessments; implementation kits including activities, manipulatives, picture files, video training tapes

Origin/Scope

The Primak Educational Foundation was formed in 1980 by a group of early childhood and special education professionals from West Chester University who had helped develop Project COPE (Cognitively-Oriented Pre-Primary Experience). The foundation was established to continue work associated with Project COPE, but as an upgraded program under a new name: ACCESS: A Comprehensive Curriculum for Early Student Success. The program has been implemented in more than 3,000 schools in 49 states, U.S. territories, and Department of Defense Dependents schools in Europe.

General Description

ACCESS is a sequentially programmed, pre-primary curriculum and management system that provides for individual growth and learning of basic skills. The program's wide range of activities and objectives makes it available for use with pre-primary children from varied socio-economic backgrounds and with varied learning needs. The program contains four main components: First Level Language (Kindersay), First Level Math (Kindermath), First Level Science (Kinder-Sci), and First Perceptions (Kindersee).

A curriculum-based assessment is used to determine each student's developmental level. Based on skills and development at entry, each child works through a series of activities to reach advanced objectives.

Understanding takes place through assimilation and the use of concrete objects rather than abstractions and rote memorization. With well-defined, step-by-step, closely sequenced levels and hands-on activities, the curriculum helps to determine children's needs and to stimulate intellectual and language growth. Each level is a mini-lesson plan, complete with objective, materials, method, and evaluation. Children pursue the objectives through individualized, small group, and large group instruction as well as free inquiry situations. The program contains lessons in conceptual language, perceptual-motor, and math/science development, as well as in social studies, art/music, and health/safety. The oral language, perceptual-motor, and math materials are also available in Spanish.

Parents are encouraged to participate at home and as aides in the classroom, and parent workshops are strongly encouraged. Paraprofessionals and classroom volunteers can easily be trained to use the materials.

Results

Multiple evaluations of ACCESS's four main components have yielded considerable evidence of effectiveness:

- ***Kindersay:*** A total of 300 treatment and 97 comparison students, representing 25 classes from 18 different schools in five states, participated in evaluations of Kindersay over a seven-year period. Children who participated in the program consistently achieved statistically significant increases in scores on tests that measure language concept skills (Boehm Test of Basic Concepts, the Peabody Picture Vocabulary Test, and the Cooperative Pre-school Inventory). In contrast, children in comparison groups who did not receive Kindersay instruction evidenced average test score losses or only small gains.
- ***Kindermath:*** During the 1989-90 and 1991-92 school years, evaluations of Kindermath were conducted in three states, involving 13 treatment and six comparison classes. Children who participated in the program posted standard score gains of almost 10 points on the "How Much and How Many" scale of the CIRCUS Test, gaining 20 percentile ranks. Children in comparison groups posted gains of 7 points and lost a percentile rank.
- ***Kinder-Sci:*** The science materials were field tested in a rural site, a small city, and an urban area. A total of 288 students in 18 classes from nine schools participated. A pre-test, post-test treatment-comparison group design was used to gauge program effects. Children who received program instruction outperformed students who did not to a statistically significant and educationally meaningful degree on the Woodcock-Johnson Psycho-Educational Battery science test.
- ***Kindersee:*** Pre-kindergarten students who participated in Kindersee and Kindersay were individually tested on the Cooperative Preschool Inventory that included — in addition to basic information and vocabulary — concepts of size, shape, motion, and visual motor performance. The total group exhibited statistically significant gains averaging an increase of more than 16 NCEs from pre- to post-test. This gain translated into an increase of 10 percentile ranks.

Implementation Assistance

- ***Project Capacity:*** The Primak Educational Foundation's national center provides services for initial planning. Training is provided by foundation staff who are experienced users of the program. Capacity building of local trainers is also a goal of the project.

- ***Faculty Buy-In:*** Faculty buy-in involves: (a) an agreement to carry out the local implementation timeline developed during training; (b) participation in the evaluation of student growth using the program's curriculum-based assessment and standardized tests; and (c) establishment of parent workshop schedules, plans for developing instructional cooperation at home and school, and follow-up participation.
- ***Initial Training:*** Training is carried out in keeping with district/school needs and the number of program components to be initially implemented. Each component requires at least one full day, followed by three to four follow-up meetings/workshops during the first year. Teacher aides, parents, and program specialists who will assist with the program should participate in the workshops. Administrators should attend at least the overview so they can provide support during the implementation process.
- ***Follow-Up Coaching:*** Technical assistance is provided in the following areas: (1) additional training in classroom management (where needed); (2) curriculum-based assessment of children; (3) implementation evaluation; (4) parent and paraprofessional training; (5) training practitioners as trainers; (6) impact evaluation by an external evaluator. In addition to site visits, conference calls are provided. An onsite advocate is recommended for project facilitation. This individual is often an administrator or specialist who provides continuity over a period of several years.
- ***Networking:*** Networking begins at the initial training workshop. Discussion and role-playing activities encourage the exchange of ideas and solutions. Follow-up activities include staff of multiple schools/districts. The project's toll-free number allows for easy communication with those at the national center.
- ***Implementation Review:*** The project uses the following instruments for implementation review: implementation-concerns questionnaire, implementation timeline, key component checklist, key elements observation forms, and status of project year-end survey.

Costs

Training in all four curricular areas can be accomplished in three days at a cost of $1,800 for one trainer plus travel expenses. One-day training workshops for any single component cost $600 for the trainer plus expenses. A curriculum and materials kit is required for each classroom in each of the curriculum areas at a cost of $150 to $200 per kit.

Half-day awareness sessions cost $300 plus travel; daylong onsite follow-up sessions cost $600 plus travel.

Student Populations

ACCESS has been implemented in Title I urban and rural schools nationwide. Many of the schools serve large numbers of disadvantaged students and children with disabilities. The program also has been successfully used with hearing-impaired children in Texas and with autistic children in Mississippi. One implementation of the program, funded for three years by the U.S. Department of Education, involved children who were language delayed. Additionally, a number of schools, including several in the District of Columbia and Washington state, have found the materials useful for teaching English-language learners.

Special Considerations

It is important that staff receive assistance in classroom management so that small-group instruction can be implemented for part of each day.

Selected Evaluations

Developer

None available.

Outside Researchers

Doino-Ingersoll, J. (1990). *First Level Language: A submission to U.S. Department of Education Program Effectiveness Panel.* Larchmont, NY: Magi Educational Services.

Doino-Ingersoll, J. (1994). *Evaluation results of Kindersay & Kindersee in Hancock, NY.* Verona, NJ: Strategic Research.

Doino-Ingersoll, J. (1994). *First Level Science: A submission to U.S. Department of Education Program Effectiveness Panel.* Verona, NJ: Strategic Research.

McKay, T., & Doino-Ingersoll, J. (1989). *First Level Mathematics: A submission to the Department of Education Program Effectiveness Panel.* Larchmont, NY: Magi Educational Services.

Sample Sites

Please contact the Primak Educational Foundation first (800-444-5729), and staff will arrange for requesters to contact these and other sites:

Aberdeen Elementary School
Aberdeen, MS
Contact: Cheryl Crosby
Demographics: rural; 82% minority; 70% free/reduced lunch

Hancock Elementary School
Hancock, NY
Principal: Carol Daddazio
Demographics: rural; 1% minority; 40% free/reduced lunch

Lockport Early Childhood Programs
Lockport, NY
Demographics: small city; 18% minority; 48% free/reduced lunch; 50% students with disability

Longfellow Elementary School
Coffeyville, KS
Contact: Olivia Weeks
Demographics: small city; 44% minority; 80% free/reduced lunch; schoolwide Title I

Meyer Elementary School
Washington, DC
Contact: Susan Williams
Demographics: urban; 99% minority; 100% free/reduced lunch; 23% ESL; schoolwide Title I

For more information, contact:

Mary A. Felleisen
Primak Educational Foundation
PO Box 701
Devon, PA 19333
Phone: 800-444-5729
Fax: 610-644-6789

COMP: Creating Conditions for Learning (K–12)

IN BRIEF COMP: Creating Conditions for Learning	
Developer	Carolyn Evertson and Alene Harris, Vanderbilt University
Year Established	1989
# Schools Served (Jan. 1999)	5,000+
Level	K-12
Primary Goal	improve students' academic achievement and behavior by improving teachers' instructional and behavioral management skills
Main Features	• applicable to all subject areas • addresses both instructional and behavioral management • focuses on preventing discipline problems • encourages development of management strategies tailored to each classroom
Results	across 12 studies, evidence of improvements in teachers' classroom management techniques, reduction in students' disruptive behavior, and increases in students' standardized test scores
Impact on Instruction	instructional variety typically increases
Impact on Organization/ Staffing	none
Impact on Schedule	none
Subject-Area Programs Provided by Developer	no
Students Served	
Title I	yes
English-language learners	yes
Urban	yes
Rural	yes
Parental Involvement	enhanced communication between parents and school
Technology	for trainers, optional PowerPoint CD projection capability
Materials	teacher manual, trainer manual, overheads, and CD are provided by developer

Origin/Scope

COMP (originally the Classroom Organization and Management Program) grew out of the work of Carolyn Evertson, first at the University of Texas and later at Peabody College of Vanderbilt University. First validated by the National Diffusion Network in 1989 and revalidated in 1996, COMP has served over 13,000 teachers and administrators in 33 states and American territories.

General Description

COMP is a professional development program for teachers, administrators, and classroom paraprofessionals. The program engages participants in developing research-based, proactive classroom management strategies (behavioral and instructional) that increase instructional time and student academic engagement and prevent discipline problems from occurring. COMP guides teachers in creating conditions for learning by developing and implementing management systems that fit the unique instructional environment of each teacher's classroom and recognize student differences. Workshop sessions stress teacher collaboration.

COMP Workshops address 6 areas:

- Arranging room and materials
- Developing and teaching rules and procedures
- Managing student work to encourage student accountability
- Maintaining good student behavior
- Planning for instruction
- Maintaining lesson momentum

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In each of the six areas, COMP leads participants to

- Reflect on their own practices
- Examine related educational research findings
- Translate research findings into guiding principles
- Apply guiding principles to their own classrooms
- Make written commitments for specific change (action plan)
- Share results and continue to problem solve collaboratively

Results

COMP was developed from a series of 12 correlational and experimental studies (1977-94) involving 362 teachers and classrooms and over 10,000 students. These studies demonstrated that teachers' classroom management practices had positive effects on student behavior and academic achievement. The students in experimental groups demonstrated less inappropriate behavior and higher engagement in academic activities. Teachers improved their monitoring of student work, enacted more efficient transitions between activities, developed and implemented more efficient general procedures, and maintained a more task-oriented focus than their counterparts without training in the program.

Three of these 12 studies, involving 29 experimental classrooms and 33 control group classrooms in grades one through nine, addressed student academic achievement. All three studies showed greater increases on a variety of reading, language arts, and mathematics tests for the students in COMP-trained teachers' classrooms than for those in control classrooms. For example, in one study, mean gains (spring-to-spring) on the Stanford Research Associates Test, the district's Criterion Reference Test, and the State Assessment of Basic Skills for students in grades seven through nine, favored COMP classrooms on 9 of 11 comparisons, 7 of which were statistically significant. Evidence also suggests that COMP has positive effects on achievement for mainstreamed students. In one study, 13 mainstreamed students in COMP classrooms showed greater growth in reading and math than their peers in non-COMP classrooms.

Overall, the studies provide evidence that teachers changed their classroom management practices as a result of participating in the COMP program and that these changes related to improved student behavior and, combined with effective teaching practices, led to improved academic achievement in a variety of classroom settings and subject areas.

Implementation Assistance

- ***Project Capacity:*** A school contracts with a COMP Certified Workshop Leader (WSL) to conduct inservice with the school (Level One). There are currently 258 WSLs spread throughout 15 states. Once a faculty has completed COMP, a school may elect the next summer to have faculty members trained as WSLs (Level Two), who will then continue to train new faculty members or staff from feeder schools. There are five Certified COMP Trainer of Trainers across the U.S.; COMP provides a yearly training for WSLs at Vanderbilt University.
- ***Faculty Buy-In:*** The faculty of a participating school agrees to (1) allocate at least 24 contact hours for workshop sessions, (2) provide one COMP Teacher Manual per participant, (3) contract with a WSL to conduct the sessions, (4) designate a contact person who will communicate faculty needs to the WSL, (5) make written action

plans based on COMP principles, (6) engage in follow-up sessions to reflect on and modify action plans, and (7) report program effects to COMP.

- ***Initial Training:*** The 24 or more hours of training may be configured in one of several ways, according to what works best for a given school. Sample options include (1) three days in the summer before the school year begins, plus one day 6 to 18 weeks later; (2) two days in the summer before the school year begins, plus two days or four half-days spread across two to four months; (3) one day in the summer before school begins, plus three days spread about a month apart. Initial training includes teachers, administrators, and paraprofessionals; parent liaisons may elect to participate.
- ***Follow-Up Coaching:*** COMP requires follow-up for each of the six specific areas addressed in a workshop; this is a part of the minimum 24 contact hours cited above. During this time teachers review their action plans, discuss what has and has not worked, continue problem solving for their classrooms, and coach one another, with minimal guidance from the WSL. COMP offers additional follow-up activities if teachers wish to learn classroom observation techniques and engage in peer coaching.
- ***Networking:*** Teacher sharing and collegiality is a major component of COMP. Workshop sessions are structured to develop and support teachers' professional sharing of ideas. Also, teachers are encouraged to share ideas through the Teachers' Bulletin Board on the COMP Web site.
- ***Implementation Review:*** Four instruments check program implementation: (1) a consumer satisfaction form participants complete after the initial training days; (2) a written record of ideas teachers have implemented, which is presented during follow-up training; (3) a Teacher Self-Report Inventory in which teachers report perceptions of classroom change after full implementation, and (4) an Administrator Assessment Inventory in which the administrator reports observations of classroom change one year after the initial workshops.

Costs

For Level One (hiring an outside WSL), costs include one manual per participant (currently $50) and the WSL's fee (from $300-$1000 per day, depending on experience and degree), travel, lodging, and food. An average cost for a faculty of 30 would range from $3,500 to $5,000. If teachers elect to engage in peer observation and peer coaching, additional funding is needed for release time.

For Level Two (training own consultants), costs include trainer materials (manuals, overheads, CD) and either (a) the Trainer of Trainer's fee for onsite training (for 6 to 12 participants) or (b) a registration fee if the school sends faculty members (1 to 3) to Vanderbilt. As of 1998, trainer materials range from $400 to $900, depending on media choice. Trainer of Trainer's fees range from $500 to $1,000 per day, depending on experience and degree, plus travel, food, and lodging. Vanderbilt's registration fee is $500; participants cover their own travel, food, and lodging. A Trainer of Trainer's workshop typically lasts four to five days.

Student Populations

COMP is validated for K-12 classrooms, both regular and special education. COMP has been implemented in Title I schools, urban, suburban, and rural schools, and in schools with large bilingual populations.

Special Considerations

None.

Selected Evaluations

Developer

Evertson, C. M. (1985). Training teachers in classroom management: An experimental study in secondary school classrooms. *Journal of Educational Research, 79*(1), 51-58.

Evertson, C. M. (1989). Improving elementary classroom management: A school-based training program for beginning the year. *Journal of Educational Research, 83*(2), 82-90.

Evertson, C. M., & Smithey, M. W. (1993). *Effects of mentor training on protégé's classroom practice: A comparative field study.* Unpublished manuscript.

Evertson, C. M., Weade, R., Green, J. L., & Crawford, J. (1985). *Effective classroom management and instruction: An exploration of models.* Nashville: Vanderbilt University, Peabody College.

Outside Researchers

Davis, P. E. (1995). *Statistical report on Project UPWARD.* Nashville: Vanderbilt University, Peabody College.

Gottfredson, D. C., Gottfredson, G. D., & Hybl, L. G. (1993). Managing adolescent behavior: A multiyear, multischool study. *American Educational Research Journal, 30*(1), 179-215.

Sample Sites

To arrange for visits of these or other sites, contact the developer.

Brick Church Middle School
3020 Brick Church Pike
Nashville, TN 37207
Principal: Everett Hanner
Demographics: urban; 63% African American, 36% white; 58% free/reduced lunch

J. T. Moore Middle School
4425 Granny White Pike
Nashville, TN 37204
Principal: Kay Schneider
Demographics: suburban; 30% African American, 70% white; 20% free/reduced lunch

Jenson Elementary School
3514 Tulip
Pasadena, TX 77504
Principal: Gail Woodall
Demographics: suburban; 55% Hispanic, 42% white; 60% free/reduced lunch; 36% LEP

Madison University High School
8135 West Florist Avenue
Milwaukee, WI 53218
Principal: Julia D'Amato
Demographics: urban; 84% African American, 9% white; 78% free/reduced lunch

For more information, contact:

Alene H. Harris, Program Coordinator
Linda Marini, Program Manager
COMP: Creating Conditions for Learning
Box 541 Peabody College
Vanderbilt University
Nashville, TN 37203

Phone: 615-322-8050
Fax: 615-343-6148
E-mail: alene.harris@vanderbilt.edu
linda.m.marini@vanderbilt.edu
Web site: comp.peabody.vanderbilt.edu

Feuerstein's Instrumental Enrichment (4–12)

IN BRIEF Feuerstein's Instrumental Enrichment	
Developer	Reuven Feuerstein, International Center for the Enhancement of Learning Potential (Israel)
Year Established	1978
# Schools Served (Jan. 1999)	500
Level	4-12
Primary Goal	to improve students' learning capabilities in all curriculum areas
Main Features	• classroom strategies that bridge academic and non-academic areas • structured paper-and-pencil exercises that gradually increase in levels of difficulty and abstraction • mediation of cognitive and affective challenges
Results	across multiple controlled and comparison studies, FIE students have consistently outperformed controls in reading, math, science, social studies, and measures of intellect and affect
Impact on Instruction	teachers focus on assessing students' cognitive development and adapting methods of instruction to foster academic achievement in all content areas
Impact on Organization/ Staffing	enhanced collaboration among regular educators, special education teachers, school psychologists, social workers, students, and parents
Impact on Schedule	2-3 hours of FIE instruction per week, preferably in block schedules with academic work
Subject-Area Programs Provided by Developer	no
Students Served	
Title I	yes
English-language learners	yes
Urban	yes
Rural	yes
Parental Involvement	optional (but recommended) parent program
Technology	none required
Materials	detailed student materials and teachers' guides provided

Origin/Scope

Feuerstein's Instrumental Enrichment (FIE) was developed by Reuven Feuerstein and colleagues and has been disseminated in the United States since 1978. It has been translated into 18 languages and is currently being used in more than 80 countries worldwide. In the United States thousands of teachers have been prepared to use FIE, serving about 10,000 students.

General Description

Instrumental Enrichment is a classroom curriculum designed (a) to sharpen critical thinking by providing students with the concepts, skills, strategies, and techniques necessary to function as independent learners; (b) to diagnose and correct deficiencies in fundamental thinking skills; and (c) to help students learn how to learn.

The fundamental assumption of the program, based on psychological research pioneered by Reuven Feuerstein, is that intelligence is dynamic, not fixed. Feuerstein's theory of Structural Cognitive Modifiability explains deficient learning as the result of a lack of sufficient "mediated learning experiences" prior to school years. He observed that such deficiencies could be corrected at any later time by providing mediated learning experiences by well-trained teachers in combination with specially designed instruments emphasizing cognitive functions.

There are 14 such instruments (e.g., Orientation in Space, Temporal Relations, Categorization), plus accompanying teachers' guides, covering three levels of increasing complexity. The instruments are presented to students over a two- to three-year period. When guided through the exercises in a particular instrument, students learn to apply the principles to any problem or thinking situation where they are appropriate. Thus, although program materials are free of specific subject matter, they are designed to link to academic school subjects and life skills.

Results

FIE has been studied extensively by researchers around the world. There are over a thousand related publications, hundreds of which report empirical analyses on the efficacy of FIE in various settings with diverse populations. Additionally, school systems in Connecticut, Michigan, New York, Pennsylvania, and other U.S. states have evaluated their FIE projects.

For example, in Taunton, Massachusetts, implementation of FIE began with a three-year pilot project that compared the reading achievement of FIE and control students. All 107 sixth graders in one school were randomly assigned to experimental groups that received three sessions of FIE per week or control groups that received the regular curriculum. The Stanford Achievement Test for Reading (SAT-R) was administered to the two groups at the beginning of the study and at the end of each of three consecutive academic years. At the end of the first year, scores of the FIE group had improved by 28 percent in reading comprehension and 25 percent in total reading, compared with control group improvements of 8 percent and 10 percent. The gap between the two groups in reading comprehension continued to grow. By the end of the third year, FIE student scores increased by 42 percent, compared to only 2 percent for the control group.

Twenty additional teachers were added each year until all 1,800 students in the 47 fourth, fifth, and sixth grade bilingual, Title I, and gifted-and-talented classrooms in the district were involved in the program. A comparison of the achievement of the fourth grade 1988 cohort (when only 120 of students had been exposed to FIE) with 1990, 1992, and 1994 cohorts (with the number of FIE students increasing each year until 1994, when all fourth graders participated) shows a clear advantage for the later cohorts on the Massachusetts Educational Assessment Program (MEAP). Whereas the earlier data show achievement measures in reading, math, science, and social studies significantly below the state average, the performance of fourth graders in 1992 and 1994 is consistently at or above the state average. Eighth grade cohorts have registered similar (though less pronounced) results.

In general, evaluations of FIE indicate positive results in a variety of academic and non-academic areas. Significant cognitive developmental effects, on the order of 0.7 of a standard deviation or more, are most commonly reported on standard non-verbal measures of intelligence such as Primary Mental Abilities Test, Lodge Thorndike, Cattell, and Ravens. Where FIE has been combined with regular academic curricula or taught by the same teachers, studies have yielded significant gains in academic achievement by experimental groups in reading accuracy and comprehension, mathematical concepts and problem solving, science, and social studies. Also, children exposed to FIE have shown significantly enhanced self-concept, intrinsic motivation, and creativity relative to control or comparison groups.

Implementation Assistance

- ***Project Capacity:*** Headed internationally by The International Center for the Enhancement of Learning Potential (ICELP) in Jerusalem, FIE has five authorized training centers in the United States, with SkyLight Training and Publishing as the lead contact. These centers train educators in the theory and instruments used for FIE implementation and provide technical assistance to schools in planning for peer coaching and continuous professional development. Additional training to become a trainer can be completed in the United States or Israel.

- ***Faculty Buy-In:*** The highest gains occur where implementation is systemic and applies to all students. Training and joint planning time for the entire staff is essential. Academic growth can also occur where the program is implemented for selected student populations if all educators involved in the student support network maintain close communications.
- ***Initial Training:*** The preparation of FIE teachers includes 15 days of training and 9 coaching days over a two- to three-year period, covering the theory and student instruments.
- ***Follow-Up Coaching:*** FIE consultants offer classroom consultation to teachers and the school (or district) leadership. In the process, internal peer coaches are identified and trained to replace external help. Weekly sessions coupled with professional portfolios, action research tasks, and common lesson plans are required.
- ***Networking:*** In addition to teaming and the facilitation of local leadership, trainers offer in-person consultation. Skylight offers technical assistance through a Web site, a toll-free telephone number, newsletters, video-conferences, an annual national conference, and periodic mailings.
- ***Implementation Review:*** Skylight encourages schools and districts to evaluate their project from its inception and offers aid in the development of an evaluation plan.

Costs

Training for a group of 30 teachers for 15 training days and 9 follow-up days costs $30,000 for consultant time and travel, plus teachers' guides. The cost for student consumable materials is $30 per level per student, or $90 per student for all three levels. Costs may be spread over a two- or three-year period depending on the implementation plan.

Student Populations

The FIE program has been used successfully with regular education students, students with learning disabilities, students with difficulties in specific subjects, culturally different and minority students, blind and deaf students, and gifted students. The availability of FIE materials in various languages (including Spanish) allows for its use with non-English and bilingual speakers. The age of FIE learners ranges from fourth grade to adults. There are four versions of FIE to meet the needs of this wide range of ages and conditions.

Special Considerations

The FIE intervention requires at least a two-year commitment with three hours of instruction every week. Arrangements must be made to ensure that students complete the program. For transient populations, five hours of intervention each week are recommended.

Selected Evaluations

Developer

Feuerstein, R., Miller, R., Hoffman, M. B., Rand, Y., Mintzker, Y., & Jensen, M. R. (1981). Cognitive modifiability in adolescence: Cognitive structure and the effects of intervention. *Journal of Special Education, 15*(2), 269-287.

Rand, Y., Tannanbaum, A. J., & Feuerstein, R. (1979). Effects of Instrumental Enrichment on the psychoeducational development of low-functioning adolescents. *Journal of Educational Psychology, 83,* 751-763.

Outside Researchers

Haywood, H. C., Burns, S., Arbitman-Smith, R., & Delclos, V. R. (1983). Forward to fundamentals: Learning and the 4th R. *Peabody Journal of Education, 61(3),* 16-35.

Jensen, M. (1989). *Cognitive modifiability and instrumental enrichment: A controlled evaluation of a classroom-based intervention model.* Roswell, GA: National Center for Mediated Learning.

Williams, J. R., & Copp, W. L. (1994). Implementation of Instrumental Enrichment and cognitive modifiability in Taunton Public Schools: A model for systemic implementation in U.S. schools. In Ben-Hur, M. (Ed.), *On Feuerstein's Instrumental Enrichment* (pp. 261-272). Arlington Heights, IL: Skylight.

Sample Sites

Greeley Elementary School
832 West Sheridan
Chicago, IL 60613
773-534-5800
Contact: Susan Mink
Demographics: urban; 19% African American, 5% Asian, 60% Hispanic, 16% white; 95% free/reduced lunch

Hillcrest High School
160-05 Highland Avenue
Jamaica, NY 11432
Principal: Stephen Dutch
708-658-5407
Demographics: urban; 41% African American, 21% Asian, 32% Hispanic, 6% white; 20% free/reduced lunch

Robert Fulton Middle School
7477 Kester Avenue
Van Nuys, CA 91405
818-785-8624
Principal: Wayne Trya
Demographics: urban; multi-ethnic and multi-racial (14 native languages represented)

Leander School District
1209 Cypress Creek Road
Cedar Park, TX 78613
512-258-6627
Contact: Wanda Meade
Demographics: rural; 3% African American, 12% Hispanic, 83% white; 19% free/reduced lunch

Taunton School District
50 William Street
Taunton, MA 02780
508-821-1177
Contact: William Kopp
Demographics: rural; 5% African American, 30% Hispanic, 65% white; 12% free/reduced lunch; 7% ESL

For more information, contact:

Linda Fuller
Manager, Special Projects
SkyLight Training and Publishing
2626 South Clearbrook Drive
Arlington Heights, IL 60005

Phone: 847-290-6622 or
800-348-4474, ext. 622
Fax: 847-290-7422
E-mail: linda.fuller@skylightedu.com
Web site: www.skylightedu.com

HOSTS: Help One Student To Succeed (K–12)

IN BRIEF HOSTS: Help One Student To Succeed	
Developer	Bill Gibbons
Year Established	1971
# Schools Served (May 1998)	1,000
Level	K-12
Primary Goal	improve the performance of low-achieving students through individualized instruction
Main Features	• structured mentoring programs that involve community volunteers • personalized learning plans for participating students • computer database of resources and instructional strategies
Results	consistent improvement in test scores of participating students across hundreds of schools
Impact on Instruction	no necessary impact on regular classroom instruction; personalized learning plans for tutored students
Impact on Organization/ Staffing	master teacher recommended during training period
Impact on Schedule	participating students need at least 30 minutes per day four days per week for tutoring
Subject-Area Programs Provided by Developer	language arts, math, Spanish
Students Served	
Title I	yes
English-language learners	yes
Urban	yes
Rural	yes
Parental Involvement	prepares parents and community members to deliver individualized instruction to students
Technology	teacher access to a computer and modem
Materials	detailed instructional resources and strategies provided

Origin/Scope

Founded in 1971 by Bill Gibbons, HOSTS (Help One Student To Succeed) now serves 1,000 schools in 41 states, the District of Columbia, and El Salvador. The company has served more than 1,000,000 students over 27 years and involved over 500,000 mentors.

General Description

HOSTS is a structured mentoring program through which trained community volunteers provide one-on-one instruction for low-achieving students in language arts, math, and/or Spanish.

Participating students meet with a mentor 30 minutes per day at least 4 days per week. For each session, the mentor is provided with an individualized lesson plan that addresses the student's instructional and developmental level, learning style, and learning objectives. Students practice using a variety of materials and strategies, and they are reassessed and given additional practice or new objectives as needed. Periodic review assures that newly gained skills are maintained.

Lessons are designed and monitored by each school's HOSTS facilitator or by classroom teachers with the assistance of a large electronic database of resources and instructional strategies. The database also organizes student and mentor data.

HOSTS recently has developed a Whole School Performance Model that combines its structured mentoring programs with two other strategies: InStruct and InSpire. InStruct enables regular classroom teachers to use HOSTS databases to align curricula and materials with local objectives and state standards. Diagnostic information is used to develop learning plans for whole classes as well as individuals. InSpire is a process for recruiting, training, recognizing, and retaining adult, peer, and cross-age mentors. A dozen schools have implemented HOSTS on a schoolwide basis, with six new sites being added in the fall of 1998.

Results

Two large scale studies, one completed in 1982 and the other in 1998, report substantial gains for students participating in the HOSTS language arts program. In the earlier study, 3,742 HOSTS students in grades one through nine from over 100 schools around the nation took either the Comprehensive Test of Basic Skills (CTBS) or the California Achievement Test (CAT) in the fall and again in the spring. Results, reported as Normal Curve Equivalent scores (NCEs), showed that HOSTS students on average gained anywhere from 7 NCE points (grade six) to 16 NCE points (grade 2). A gain of 7 NCE points is equivalent to approximately two grade levels of progress.

The 1998 study involved over 6,600 students at 136 schools in Delaware, Michigan, and Texas, with the largest concentration of students in grades two through four. The study reported average reading gains of 2.0 grade levels for the 1995-96 school year — double the expected gain — as measured by pre- and post-test scores on the Informal Reading Inventory. A follow-up study for the 1996-97 school year yielded similar results.

Neither of these studies involved control or comparison groups. However, data from Washington state, which is reported in the 1982 study, indicate that HOSTS students in that state achieved higher NCE gains than students participating in eight other reading programs. A more formal comparison study of the HOSTS language arts program in the Portland, Oregon, school district showed that, in each academic year of a four-year period (1981-82 through 1984-85), students in grades two through eight participating in HOSTS averaged larger gains on the CTBS and the Portland Achievement Test than Chapter 1 students not involved with HOSTS. The differences were not statistically significant, however.

Performance data for the current math program is limited because of revisions in the program. Anecdotal data reported in a profile of exemplary HOSTs programs indicate that students in nine schools in Texas and Oklahoma demonstrated substantial gains in scores on the HOSTS Math Placement Inventory or the Texas Assessment of Academic Skills.

Implementation Assistance

- ***Project Capacity:*** HOSTS has a staff of 25 full-time trainers. In addition, consultant teacher/users are available to train and support new sites. With existing staff and field locations, programs can be implemented in several hundred sites in 1998-99.
- ***Faculty Buy-In:*** A HOSTS implementation does not require faculty buy-in, but teachers and administrators must have a strong desire to improve student achievement using one-on-one instruction.
- ***Initial Training:*** HOSTS provides three days of intensive training for a teacher coordinator and/or all classroom teachers participating in the program. There are a variety of implementation formats to choose from based on cost considerations and a school's approach to professional development. Formats available include training for trainers, lead teachers, and mentor recruiters.
- ***Follow-Up Coaching:*** Two onsite implementation and technical assistance visits are scheduled during the school year. Unlimited Help Line for technical assistance is

included. A series of newsletters and memos remind HOSTS teachers and administrators of key implementation tasks.

- ***Networking:*** An annual three-day international conference and regional workshops provide continuous staff development and networking opportunities for teachers and administrators.
- ***Implementation Review:*** The HOSTS Success Indicators checklist allows staff to measure implementation progress against seven key characteristics of effective programs. The checklist may be used as a self-check or as part of an outside evaluation.

Costs

HOSTS Structured Mentoring pricing is based on a fee for each instructional program. The price per program (language arts, math, or Spanish) is $27,900 for year one, $9,900 for year two, and $5,600 for year three. These fees cover standardized training, instructional materials, and software licensing. HOSTS Whole School Performance model is priced at $39,000 for year one, $11,200 for year two, and $7,900 for year three. The implementation model and training design can be customized, requiring modification in pricing.

Other expenses that schools may confront vary considerably from school to school and may include compensation for the HOSTS coordinator, substitutes for training days or funding for training when school is out of session, and teacher access to a computer and modem.

Student Populations

HOSTS works with all students in grades K-12 with a wide range of populations. Title I students have comprised a significant proportion of the students served over the past 27 years. The model is being used across the country in large, medium, and small districts from urban to rural schools. The HOSTS Spanish language arts program is specifically designed for K-3 Spanish-speaking students. The program is dual-language, transitioning students into English in 6 to 8 months.

Special Considerations

Teachers must be willing to use trained mentors (community, peer, and cross-age) to provide one-to-one instructional opportunities for students. Teachers will need to have access to a computer or terminal.

Selected Evaluations

Developer

Champions for children: 1996-97 school profiles of HOSTS exemplary programs. Dallas: HOSTS Corporation.

Outside Researchers

Bryant, H. D., Edwards, J. P., & LeFiles, D. C. (1995). The HOSTS program: Early intervention and one-to-one mentoring help students succeed. *ERS Spectrum, 13*(4), 3-6.

Holden, O. D., Simmons, C. W., Holden, J. (1998). *Structured Mentoring: Its impact on reading for students.* Austin, TX: Educational Performance Management.

Schlotfeldt, J. D. (1982). *HOSTS impact study: 1979-1982.* Unpublished manuscript.

Sample Sites

(Program Key: LA = Language Arts; M = Math; S = Spanish; WS = Whole School Performance Model)

Castle Rock Elementary
732 Hunington Avenue South
Castle Rock, WA 98611
360-274 4239
Principal: Scott Fenter
Program: LA
Demographics: rural; low minority; mid- to low-income

Central Intermediate School
305 Reardon
Midland, MI 48640
517-839-2471
Principal: Gary Verlinde
Program: LA
Demographics: rural; 6% minority; 28% free/reduced lunch

Elliot Elementary School
6411 Laredo
Houston, TX 77020-4930
713-671-3670
Principal: Margaret Amaya-Rodriguez
Program: LA/M/WS
Demographics: urban; 99% minority (Hispanic); 100% free/reduced lunch; 50% ESL

Marbrook Elementary
2101 Centerville Road
Wilmington, DE 19808
302-992-5555
Contact: Linda Reifschneider
Program: LA
Demographics: urban; high percentage minority (African American); low income

Jupiter Elementary
200 South Loxahatchee Drive
Jupiter, FL 33458
561-744-7979
Principal: Louise McLester
Program: LA
Demographics: urban; Spanish-speaking students

For more information, contact:

Chad Woolery, CEO
HOSTS Corporation
1349 Empire Central Drive, Suite 520
Dallas, Texas 75247
Phone: 214-905-1308
Fax: 214-905-1176
Email: cwoolery@hostscorp.com
Web site: www.hostscorp.com

Lightspan Achieve Now (K–6)

IN BRIEF Lightspan Achieve Now	
Developer	Lightspan Partnership
Year Established	1993
# Schools Served (May 1998)	1,600+
Level	K-6
Primary Goal	to increase time-on-task, promote family involvement in homework, and facilitate mastery learning and teaching
Main Features	• standards-based learning games that support retention and encourage practice for mastery • family participation in academic lives of children • PlayStation® game console loaned to families to attach to television • ongoing professional development for teachers and staff, and workshops for families
Results	evidence of increased student achievement, usually at a significant level, from school-based research and specific case studies
Impact on Instruction	standards-based teaching and learning in class and at home; increased time-on-task; frequent monitoring of student progress
Impact on Organization/ Staffing	must assign a Lightspan coordinator for each site; family involvement liaison (staff or volunteer) desirable
Impact on Schedule	time required for planning and professional development
Subject-Area Programs Provided by Developer	yes (reading, language arts, mathematics)
Students Served	
Title I	yes
English-language learners	yes
Urban	yes
Rural	yes
Parental Involvement	program supports learning at home and two-way communication between school and home
Technology	CDs, multi-media computers, digital multiplayers, Internet
Materials	35 CDs for K-2, 36 CDs for 3-4, and 34 CDs for 5-6; teacher guides for each CD; progress charts; content correlations; assessment program

Origin/Scope

The Lightspan Partnership Inc. was founded in 1993. Lightspan Achieve Now was implemented in 16 schools in 1995-96. Today more than 1,600 schools in 43 states, serving students from a wide range of economic backgrounds, use Lightspan in classrooms and homes.

General Description

Schools and classrooms committed to an aligned instructional program in reading, language arts, and mathematics use Lightspan Achieve Now to increase each student's engaged time-on-task, promote family involvement in homework, and create a learning environment designed around mastery learning and teaching.

The foundation of Lightspan is family involvement and increased learning through after school use of instructional video games, aligned with the school's curriculum, that teach critical targeted skills and strategies. Lightspan is centered around discipline-grounded, standards-based, curriculum-driven, interactive technologies. In addition, Internet activities facilitate communications, enhance family involvement, and make learning fun. When Lightspan is used to support the core instructional program of a school, the achievement gap between the highest and lowest achieving students can be expected to continue to narrow.

When a school signs on to use Lightspan, an overall plan aligns achievement goals; teachers, families, and staff are trained; and an Education Partnership Consultant from the

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national staff is assigned to help align the curriculum to the Lightspan program. When the correlation is completed, teachers start to use Lightspan in the classroom and as a homework replacement tool. Students are assessed and grouped accordingly, and then regrouped, if needed. The classroom teacher introduces a Lightspan game in the classroom. The teacher might then send the game home for students to complete over the next few weeks with their families. Families are trained so they understand their role and make the necessary commitment to support their child in completing homework.

Results

To date, no large-scale, systematic evaluations comparing student achievement in Lightspan schools with that in control schools have been published. However, Lightspan has contracted with nationally known researchers to conduct a rigorous three-year analysis of 22 Lightspan schools, focusing on student achievement and other variables. The study will employ an experimental design and incorporate multiple measures.

Preliminary results from these and other smaller-scale evaluations and case studies have yielded evidence of improved academic achievement in vocabulary development, reading comprehension, mathematics problem solving, and academic growth during summer programs. At Lansdowne Elementary School in Baltimore County, Maryland, 34 percent of students in grades K-2 moved from below grade level performance to performance at or above grade level versus movement of just 13 percent of students in a matched school, as measured by various standardized tests. In Mesa Public Schools (Mesa, Arizona) during the 1997-98 school year, grade one and grade three students learning English as a second language showed significant gains over a control group. Students in three Title I schools in Wichita, Kansas, were compared to peers from three matched Title I schools within the district. Results from the Metropolitan Achievement Test, 7th Edition, showed reliable gains for the Lightspan group at all grades tested.

RMC Research surveyed over 2,000 families and 269 teachers over two years to measure Lightspan's impact on learning time, family involvement in homework, and student engagement and motivation. Eighty-eight percent of families reported that students spent 30 minutes or more per day on Lightspan homework. Seventy-two percent of families reported that time on Lightspan replaced time typically spent on non-educational television and video games. Sixty-six percent of families reported spending 30 minutes or more per day with their children using Lightspan. Sixty percent of families reported that total time spent with their children on schoolwork increased with Lightspan. Over 90 percent of teachers reported finding Lightspan useful for providing practice and reinforcement, encouraging cooperative learning, and meeting the needs of individual students.

Implementation Assistance

- ***Project Capacity:*** Headquartered in San Diego, California, Lightspan has over 40 Education Partnership Consultants throughout the country. This field staff is augmented by a headquarters team of three, a fully staffed Product Support desk, and a staff of curriculum experts who produce teachers' guides and national and state correlations.

- ***Faculty Buy-In:*** No formal vote is required for schools to start using Lightspan. Schoolwide buy-in is achieved as a collaborative process involving the principal as instructional leader, an assigned site coordinator (usually the assistant principal), the family involvement coordinator, and grade-level curriculum liaisons.
- ***Initial Training:*** Training begins with identifying school needs and reviewing the school action plan. It includes site coordinator training, curriculum training for grade level liaisons and classroom teachers including product exploration, an introduction to family involvement, and implementation strategies discussion. Additionally, families are trained before the program is sent home.
- ***Follow-Up Coaching:*** During the first year of implementation, the Education Partnership Consultant will model integration techniques, assist schools in setting up the home use portion of the program, and develop a plan for follow-on Family Involvement Workshops. Finally, the consultant, in collaboration with school staff, conducts regular program review activities to ensure successful implementation.
- ***Networking:*** This is facilitated through regular professional development events held year-round, throughout the country. Additional networking opportunities are provided through the FLASH newsletter and The Lightspan Network Web site.
- ***Implementation Review:*** Continual self-evaluation is built into the implementation process. All schools participate in the Self-Evaluation Process using tools developed for this purpose by RMC Corporation. Most schools also participate in School-Based Action Research using the Action Research Toolkit developed for this purpose by Interactive, Inc.

Costs

A lease/purchase option is the most cost-effective way to provide every student in a school with the Lightspan equipment and materials in the classroom and home. Based on a population of 520 students, annual costs for a three year lease/purchase would range from approximately $75,000 to $140,000 depending on the implementation model. This price includes all curriculum support materials; CDs in reading, language arts, and mathematics; initial professional development; and PlayStation game consoles for home use.

Student Populations

Lightspan Achieve Now is designed to increase learning opportunities and enhance achievement for all students. It has been successfully implemented in schools with high numbers of at-risk students, including Title I and ESL students. The content is full-motion video, completely audio supported, with contextual help. Written materials for families are also available in Spanish.

Special Considerations

Lightspan Achieve Now is a flexible instructional tool. Changes in teachers' classroom practice are incremental and based on needs identified in the school improvement plan. Lightspan is designed to be woven into classroom practice and assigned homework.

Selected Evaluations

Developer

Baltimore County School District. (1997). [Lansdowne Elementary School]. Unpublished raw data.

Caldwell County School District. (1997). [Gamewell Middle School]. Unpublished raw data.

Duncanville Independent School District. (1997). [Central Elementary School]. Unpublished raw data.

Laurens County School District #56. (1997). [Clinton Elementary School]. Unpublished raw data.

Outside Researchers

Blanchard, J. (1998). *Eisenhower Elementary School, Mesa Unified School District, Mesa, Arizona.* Unpublished manuscript, Arizona State University, Tempe.

Godin, K. (1996-97). *Lightspan evaluation research.* (Available from RMC Research Corporation, Portsmouth, NH).

Shakeshaft, C. (1998). *The Lightspan Partnership, Inc. and the home-school connection n Adams County School District 50, Westminster, Colorado.* Unpublished manuscript, Hofstra University, Department of Administration, Policy & Literacy, Hempstead, NY.

Sample Sites

Central Elementary School
302 East Freeman Street
Duncanville, TX 75116
214-709-2935
Principal: Janice Varnell
Demographics: suburban; high percentage minority; 62% free/reduced lunch

Clinton Elementary School
704 Chestnut Street
Clinton, SC 29325
864-833-0812
Contact: Julie Keadle
Demographics: rural; 37% African American, 63% white; 52% free/reduced lunch

Colvin Elementary School
12820 South Roosevelt Street
Wichita, KS 67210
316-833-2660
Principal: Gwen Carol Holmes
Demographics: high percentage minority; 91% free/reduced lunch

Gamewell Middle School
Route 6, Box 272
Lenoir, NC 28645
704-754-6204
Principal: Donnie Bassinger
Demographics: rural; 91% white; 49% free/reduced lunch

Lansdowne Elementary School
2301 Alma Road
Baltimore, MD 21227
410-887-1408
Principal: Anne Gold
Demographics: suburban; 94% white; 48% free/reduced lunch

For more information, contact:

Jim Marshall
Director, Program Evaluation
The Lightspan Partnership
10140 Campus Point Drive
San Diego, CA 92121-1520
Phone: 1-800-987-7726, ext. 8334
Fax: 619-824-8001
E-mail: jmarshall@lightspan.com
Web site: www.lightspan.com

Positive Action (K–12)

IN BRIEF Positive Action	
Developer	Carol Gerber Allred
Year Established	1977
# Schools Served (Jan. 1999)	7,000
Level	K-12
Primary Goal	to increase students academic achievement and develop their potential
Main Features	• a universal philosophy • six program units that apply the philosophy in the intellectual, physical, and social/emotional areas • school-climate, counselors, and parent/community programs
Results	evidence of increased reading and math scores, attendance, and student self-concept in elementary schools; decreases in discipline referrals and delinquencies
Impact on Instruction	teachers use Positive Action method of instruction
Impact on Organization/ Staffing	committee representing administrators, faculty, staff, students, parents, and community members is planning and decision-making body; training coordinator recommended
Impact on Schedule	15-minute lessons 4-5 days/week (K-6), 2-3 days/week (7-8); ½-hour lessons 1 day/week (9-12); schoolwide climate activities
Subject-Area Programs Provided by Developer	no (program does list competencies in multiple subjects for grades K-6)
Students Served	
Title I	yes
English-language learners	yes
Urban	yes
Rural	yes
Parental Involvement	family lessons and materials; parenting classes; parents serve on decision-making committee
Technology	schools provide CD players and VCRs
Materials	teacher's kits for each grade K-8; drug-education kits for grades 5-8; text for grades 9-12; principal's, counselor's, and parents' kits

Origin/Scope

Carol Gerber Allred developed and taught Positive Action as a high-school social studies elective in Twin Falls, Idaho, from 1974 through 1977. From 1977 through 1982 she developed the program for elementary students. She founded Positive Action Company in 1982. The program has been used in about 7,000 schools in every U.S. state and several foreign countries. It is currently in about 2,500 schools.

General Description

Philosophy: The Positive Action program is based on the belief that "you feel good about yourself when you do positive actions." In schools, families, and communities, positive actions are taught in the physical, intellectual, and social/emotional areas. They are practiced and reinforced all day, every day.

Mission and Goals: The mission of Positive Action is to teach individuals, families, schools, and communities principles that lead to success and happiness. Major Positive Action goals are: (1) to improve individuals, families, schools, and communities; (2) to increase positive behaviors among students, such as academic achievement, attendance, self-control, problem-solving skills, conflict resolution, and community service; and (3) to decrease negative behaviors like drug, alcohol, and tobacco use; actions leading to discipline referrals, suspensions, or expulsions; and delinquency and gang membership.

Processes: School administrators, with assistance from Positive Action Company, guide the adoption, implementation, and evaluation of the program. Upon adoption, the School

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Positive Action Coordinator (principal or designee) organizes the Positive Action Committee (of school, home, and community members). Together, they monitor and promote school activities and link the school, home, and community programs.

Central to the program are six Program Units used in student, school, parent, and community programs: (1) self-concept; (2) positive actions for your mind and body; and four units that teach social/emotional positive actions for (3) managing yourself responsibly; (4) getting along with others; (5) being honest with yourself and others; and (6) improving yourself continuously.

The school integrates the program units in a scoped-and-sequenced classroom curriculum and a school-climate program. *Teacher's Kits* contain a lesson manual and materials for each grade K-8 and a text for grades 9-12. The school-climate program (elementary and secondary *Principal's Kits* and a *Counselor's Kit*) encourages and reinforces the practice of positive actions schoolwide and extends the program to families and the community. The parent program includes a curriculum in a *Family Kit* and links the family to the school activities. The community program includes a *Community Kit* and combines with the school and parent programs to align all the environments (schools, families, and community) involved in the program.

Results

The premise of Positive Action is that academic achievement will improve as students' self-concept and behavior improve. Data from a number of different types of schools (rural, urban, and suburban; high and low poverty; small and large minority populations) have demonstrated improved student achievement following the implementation of the program. For example:

- An early study (1979) compared second and fourth grade Iowa Test of Basic Skills (ITBS) reading and math scores in a pilot Positive Action school to those in a control school. The researcher found that the mean improvement in reading scores in both grades was significantly greater for the Positive Action school than the control school. (However, students in the control school showed greater improvement in math.)
- At DiChiaro Early Childhood School (K-3) in Yonkers, New York, a downward trend in reading and math scores was reversed over a five-year period after the implementation of Positive Action. In 1992, the year prior to implementation, 56 percent of third-grade students scored above the state reference point in reading, 42 percent in math. Five years later, 89 percent of third-grade students scored above the state reference point in reading, 96 percent in math.
- The year after Positive Action was implemented at Sims Elementary School in Austin, Texas, the percentage of students in grades three through five who passed the Texas Assessment of Academic Skills (TAAS) increased from 25 percent to 67 percent in math, from 44 percent to 58 percent in reading, and from 62 percent to 85 percent in writing. Similar increases in test scores one year after implementation have been documented in several other elementary schools.

At the above-mentioned schools and numerous others, data also demonstrate improvements in self-concept and life-adjustment skills, increases in student attendance and parent involvement, and decreases in discipline referrals.

It is worth noting that all student achievement data for Positive Action and virtually all the attitude and behavior data come from elementary schools.

Implementation Assistance

- ***Project Capacity:*** The company's capabilities include: (a) a training staff from company and regional headquarters; (b) program users who are master trainers; (c) a research-and-development department that continually revises and creates materials; (d) consultants in research and evaluation; and (e) a publications department.
- ***Faculty Buy-In:*** The Positive Action adoption workshop introduces faculty and staff to the program, assesses school needs, achieves faculty buy-in, and identifies and trains the Positive Action Coordinator and Committee.
- ***Initial Training:*** A half-day orientation workshop, conducted either by a Positive Action trainer or the local coordinator, introduces the program. Another workshop introduces the Positive Action philosophy, method of instruction, and program units.
- ***Follow-Up Coaching:*** Seven workshops spanning the first year of implementation cover individual components of the program in more detail. Before the first workshop, the faculty is divided into five teams. Each team is responsible for the implementation of one component. The teams prepare the workshops, oversee implementation, and serve as coaches for their respective components.
- ***Networking:*** The company encourages networking among schools by: (a) publishing a newsletter and a free Idea Exchange booklet; (b) disseminating a list of schools with successful programs and facilitating visitations; (c) hosting a national conference; (d) maintaining a Web site; (e) providing an e-mail address and toll-free telephone number; (f) presenting at major national educational conferences; (g) linking to researchers and evaluators; and (h) maintaining a customer-service department.
- ***Implementation Review:*** The company provides schools with plans to evaluate the effectiveness and fidelity of the program's implementation. The school can conduct a self-review or contract with outside reviewers (including Positive Action Company).

Costs

Materials Costs: School materials for the teachers, principal, and counselor of an average elementary school cost approximately $31.25 per student; for middle schools, $14.60 per student; and for high schools, $15.85 per student. Parent materials (one per family once only) cost $50 per family (averaging about $35 per student).

Training Costs: A Positive Action trainer costs $600 per day plus travel and accommodation expenses; the school provides the facility. Training workshop materials are $360 each; materials addressing implementation and continuation are $160 each.

Evaluation Costs: Costs for evaluation can vary greatly, from near nothing by utilizing existing school staff to as much as $4 per student for independent evaluations, depending on the level of the evaluation plan.

Additional Costs: The principal or principal's designee (5-10 percent time) is usually the Positive Action Coordinator. A training facilitator is required at 20-100 percent time depending on school size.

Student Populations

Positive Action has been implemented in urban, suburban, and rural schools as well as in schools of all socioeconomic levels, Title I schools, schools with English-language learners and special-needs students, schools on Indian reservations, multicultural communities, and multiple countries.

Special Considerations

The program requires a Positive Action Coordinator, usually the principal or principal's designee; the allocation of teachers' time for teaching and coordinating; the reinforcement of positive actions throughout the day by all school personnel; and the use of trained persons to teach parenting classes.

Selected Evaluations

Developer

Allred, C. G. (1984). *The development and evaluation of Positive Action: A systematic elementary school self-concept enhancement curriculum, 1977-1983.* Unpublished doctoral dissertation, Brigham Young University, Provo, UT.

Allred, C. G. (1984). *The Positive Action program: An evaluation.* Honolulu: Honolulu School District, Royal School.

Allred, C. G. (1984). *The Positive Action program: An evaluation.* Hermiston, OR: Hermiston School District.

Outside Researchers

Stephenson, D. (1979). *Evaluation of the Twin Falls primary Positive Action program 1978-79.* Twin Falls, ID: College of Southern Idaho.

Woodward, J. R. (1996). *Improving academic achievement of fourth-grade students through a program of self-concept enhancement activities.* Unpublished doctoral practicum report, Nova Southeastern University, Jacksonville, FL.

Duvall, E. J. (1986). *Improving students' self-control through enhanced classroom management practices at Buckhorn Elementary School.* Unpublished doctoral dissertation, Nova University, Fort Lauderdale, FL.

Sample Sites

DiChiaro Early Childhood School
373 Bronxville Road
Yonkers, NY 10702
914-376-8566
Principal: Diane Harkin
Demographics: urban; 26% African American, 37% Hispanic, 37% white; Title I schoolwide

Meadow Park Elementary School
3131 Lakeview Boulevard
Port Charlotte, FL 33948
941-255-7470
Principal: Patricia Riley
Demographics: suburban; 87% white; Title I schoolwide

Noonan Elementary School
701 West 3rd Street
Alice, TX 78332
512-664-7591
Principal: John Jackson
Demographics: suburban; 85% Hispanic

Sims Elementary School
1203 Springdale Road
Austin, TX 78721-1338
512-414-4488
Counselor: Lois Porter
Demographics: urban; 65% African American, 32% Hispanic, 2% white; Title I schoolwide

Valley View Elementary School
17200 Valleyview Avenue
Cleveland, OH 44135
Principal: Angela Zaccardelli
216-251-5873
Demographics: urban; 35% African American, 65% white

For more information, contact:

Carol Gerber Allred, President/Developer
Positive Action Company
321 Eastland Drive
Twin Falls, ID 83301

Phone: 208-733-1328 or 800-345-2974
Fax: 208-733-1590
E-mail: paction@micron.net
Web site: www.posaction.com

The Responsive Classroom® (K–8)

IN BRIEF The Responsive Classroom	
Developer	Northeast Foundation for Children
Year Established	1981
# Schools Served (May 1998)	schoolwide implementation in over 40 schools; partial implementation in more than 200 additional schools
Level	K-8
Primary Goal	improving instructional delivery by improving classroom organization, social climate, and collaboration among adults
Main Features	• morning meeting • guided discovery • rules and logical consequences • classroom organization • choice for students • reporting to parents
Results	improvement in social skills and school climate; reduction in problem behaviors; some evidence of increase in academic performance
Impact on Instruction	influences teachers' approach to instruction
Impact on Organization/ Staffing	release time from classroom required; some school systems create district position for oversight and staff development
Impact on Schedule	for primary grades: first period changes for morning meetings; for middle schools: changes in homeroom, recess, and lunch schedules
Subject-Area Programs Provided by Developer	no
Students Served	
Title I	yes
English-language learners	yes
Urban	yes
Rural	yes
Parental Involvement	parent goal-setting conferences; parental involvement in discipline plan and procedures
Technology	e-mail and Internet access
Materials	training manuals, books, audio and video tapes, research reports

Origin/Scope

The Responsive Classroom was co-founded in 1981 by Marlynn K. Clayton, Ruth Sidney Charney, Jay Lord, and Chip Wood of the Northeast Foundation for Children, Inc. Over 40 schools are working collaboratively on schoolwide implementation as part of the Responsive Leadership Forum. Teachers from more than 200 other schools have implemented the model in their classrooms.

General Description

The Responsive Classroom, developed over a 17-year period, is an approach to classroom management and instructional delivery that teachers use in their daily classroom practice. Based on research in social cognition, developmental psychology, and child development, the Responsive Classroom approach interweaves the teaching of academic and social skills throughout the school day.

The approach consists of six components designed to strengthen classroom management and increase instructional time while building a caring social community for learning:

1. Morning Meeting: Children have an opportunity each morning to practice greetings, listening skills, and conversations as they share stories and concerns. These meetings establish a positive tone for the day.

2. Rules and Logical Consequences: Classroom rules, developed jointly by teachers and students, become the cornerstone of classroom life.

3. Classroom Organization: Classrooms provide space for active interest areas for students and for displays of student work. There is an appropriate mix of whole class, group, and individual instruction.

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4. Guided Discovery: Teachers foster children's interest in new learning experiences using a careful introduction to materials, areas of the room, curriculum content, and ways of behaving.
5. Academic Choice: Each day all children have an opportunity to take control of their own learning, both individually and cooperatively.
6. Assessment and Reporting to Parents: Teachers work to open multiple lines of communication with parents.

Results

A University of Wisconsin researcher is conducting a three-year study (1996-99) of the impact of the Responsive Classroom on social skills development and academic achievement in an urban Title I elementary school. The study addresses the question: "Does a classroom promoting social skill development enable higher academic functioning among its students over time?" In the first year of the study, first, second, third, and fourth grade students in one Responsive Classroom school and one non-Responsive Classroom school were assessed in three areas: (a) social skills, (b) problem behaviors, and (c) academic achievement (ITBS scores in math, language arts, and reading). The first assessment occurred in fall 1996 and the second in spring 1997. Teacher ratings showed significantly greater growth in social skills and greater reductions in problem behaviors for Responsive Classroom students than for non-Responsive Classroom students. Over the same period, Responsive Classroom students' ITBS scores increased substantially more than non-Responsive Classroom students' scores. These increases correlated statistically with the changes in students' social behavior.

Other formal evaluations of Responsive Classroom indicate statistically significant gains in cooperative behavior and reductions in problem behavior in classrooms as measured by the Social Skills Rating System.

Over thirty schools that are members of the Responsive Leadership Forum have provided anecdotal information indicating improvement in one or more of the following non-academic areas: school climate, parent involvement, tardiness, attendance, and referrals for discipline. Most noticeable are improvements in recess and lunchroom behaviors, two areas of great concern to many schools. Additionally, the Responsive Classroom laboratory school reported greater than normal growth in CTBS scores in math, language arts, and reading from fourth to eighth grade for three consecutive cohorts of students.

Implementation Assistance

- ***Project Capacity:*** The national headquarters of the Responsive Classroom is the Northeast Foundation for Children, Inc., a non-profit educational foundation located in Greenfield, Massachusetts. The headquarters site includes a K-8 laboratory school, a publishing division, and a consulting-teachers division that conducts workshops and training institutes nationwide. One hundred professional educators have been certified or are in the process of being certified as Responsive Classroom trainers. There is also a regional office in Minneapolis and agreements with state education agencies in New York and Pennsylvania.
- ***Faculty Buy-In:*** The Responsive Leadership Forum is open to schools interested in schoolwide implementation. To be considered for membership, a school must show that administration and staff are willing to try Responsive Classroom strategies, work

together, participate in professional development over a period of years, develop specific schoolwide outcomes, and cooperate in research, among other obligations.

- ***Initial Training:*** Schools typically send teachers to a one-day introductory workshop or have such a workshop conducted at their buildings. Two leaders from each school also attend a weeklong summer institute.
- ***Follow-Up Coaching:*** A Responsive Classroom Consulting Teacher (one is designated for each school) provides a minimum of eight onsite coaching days per year for three years. During this time, local teachers work to become certified trainers capable of sustaining change over time. Some systems have created part-time or full-time staff positions to provide coaching.
- ***Networking:*** Two newsletters are published quarterly. Schools are open to visitors in many areas of the country. There are regional refresher seminars for trainers. A Web site is under development.
- ***Implementation Review:*** Schools develop local evaluation instruments with the assistance of a research consultant contracted by the Foundation. The leadership forum creates new implementation review strategies annually.

Costs

The Responsive Leadership Forum membership fee is $3,000 annually, which covers attendance at a summer weeklong institute for two school leaders, quarterly newsletters, and planning consultation with headquarters staff. Local contracts are then developed with individual schools or districts, depending on size, need, and number of days. Annual contracts range from $15,000 to $25,000 per school. All training manuals are provided as a part of training at no additional cost. Ancillary resources — books, tapes, and videos — are available at unit and discount prices.

For individual teachers and administrators, one-day introductory workshops are $130 per person, and summer weeklong training institutes are $450.

Student Populations

Over the past 15 years, the Responsive Classroom approach has been implemented in schools representing almost every conceivable mix of locale and student population, including an urban, largely Hispanic elementary school in Hartford, Connecticut; an urban, largely African American school in the District of Columbia; a suburban white school in Dover, New Hampshire; a low-income urban school in Springfield, Massachusetts, with Hispanic, African American, and white students equally represented; a small rural school in Vermont; and other urban, suburban, and rural schools in states across the nation.

Special Considerations

The Responsive Classroom is a model that helps change the structure, climate, and culture of a school community. This rarely happens without causing discomfort for those accustomed to more traditional models. The Responsive Classroom approach is to work voluntarily with those teachers and leaders at a site who are most eager to begin. Over time, other teachers observe and eventually join the effort. A core group of dedicated teachers is, therefore, critical to long-range sustainability. Parent education also is critical. Sometimes staff and parents view this approach as a social curriculum and worry about time spent "away from academics." It takes training to see that the Responsive Classroom's primary goal is to increase the integration of academic and social learning in all aspects of schooling.

Selected Evaluations

Developer

None available.

Outside Researchers

Elliott, S. N. (1992). *Caring to learn.* Greenfield, MA: Northeast Foundation for Children.

Elliott, S. N. (1995). *The Responsive Classroom approach.* Washington, DC: District of Columbia Public Schools.

Elliott, S. N. (1998). ***Does a classroom promoting social skill development enable higher academic functioning over time?*** Greenfield, MA: Northeast Foundation for Children.

Sample Sites

Kensington Avenue School
31 Kensington Avenue
Springfield, MA 01108
413-787-7522
Principal: Timothy Babcock
Demographics: urban; multi-cultural population; Title I

Penn Valley Elementary
180 North Turn Lane
Levittown, PA 19054
215-949-6800
Principal: Karen Casto
Demographics: suburban; 10% minority population; low to moderate income

Regional Multi-Cultural Magnet School
One Buckeley Place
New London, CT 06320
860-437-7775
Principal: Richard Spindler-Virgin
Demographics: urban; multi-cultural; Title I

Reingold Elementary School
70 Reingold Avenue
Fitchburg, MA 04120
978-345-3289
Principal: Pete Stephens
Demographics: urban; large school; multi-cultural including Hmong population

Summit Elementary School
8400 Northport Drive
Cincinnati, OH 45255-3202
513-474-2270
Principal: Peggy Barns
Demographics: suburban; primarily white; middle class

For more information, contact:

Chip Wood
Director, Consulting Teachers Division
Northeast Foundation for Children
71 Montague City Road
Greenfield, MA 01301
Phone: 800-360-6332
E-mail: nefc@crocker.com
Web site: www.responsiveclassroom.org

Success-in-the-Making (K–9)

IN BRIEF Success-in-the-Making	
Developer	Patrick Suppes and Mario Zanotti of Stanford University and the Computer Curriculum Corporation
Year Established	1967
# Schools Served (Jan. 1999)	16,000 schools have used SuccessMaker software
Level	K-9
Primary Goal	increased achievement in reading, language arts, and mathematics
Main Features	• computer-assisted instruction designed to meet individual learning needs • mastery learning model • balanced instruction focusing on basic skills and higher-order learning processes • multiple types of assessment and reporting embedded in the software
Results	improved student achievement in reading and math as measured by external testing in numerous studies
Impact on Instruction	data derived from students' use of software can inform regular classroom instruction
Impact on Organization/ Staffing	site coordinator is recommended
Impact on Schedule	at least one hour per student per week in both mathematics and reading instruction
Subject-Area Programs Provided by Developer	yes (reading, language arts, mathematics)
Students Served	
Title I	yes
English-language learners	yes
Urban	yes
Rural	yes
Parental Involvement	student progress reports and portfolios are shared with parents
Technology	stand-alone computers and peer-to-peer, LAN, and WAN networks; cable and Internet capabilities for at-home learning
Materials	over 5,000 hours of instructional material including software, authentic literature, multimedia, activities, projects, and other resources; teacher guides

Origin/Scope

The Success-in-the-Making approach was developed in 1967 by Patrick Suppes of Stanford University, and Mario Zanotti, a nationally renowned psychometrist, based on the belief that the use of technology in the classroom can accelerate student learning. Software based on the developers' approach has served more than 2 million students in 16,000 schools across the country.

General Description

The core of Success-in-the-Making is the SuccessMaker® software, which provides computer-assisted instruction in reading, language arts, and mathematics from kindergarten through ninth grade. SuccessMaker adapts curriculum content for each user, evaluates student responses on problems and activities, and offers a management system for monitoring student progress.

Based on the mastery learning model, the software automatically determines each student's path through the material. Students are able to complete increasingly more difficult work, as measured by embedded assessments aligned to external testing objectives and state standards.

Consultants work with local educational leaders to develop implementation plans based on district and site goals. Typically, students complete individualized instruction several times a week; teachers then add individual or collaborative lessons and activities relating to classroom learning to achieve greater curriculum integration.

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Data derived from student work can help teachers plan and improve both computer-assisted and regular classroom instruction. For example, reports show areas where students are having difficulty so that teachers can coach students in small groups. Data also can furnish information for program guidance at the school and district levels.

As part of the model's options, teachers can offer authentic literature, writing tools and process instruction, and open-ended tools-based mathematics for all levels. Schools can also provide Spanish-English bilingual and ESL content for various levels and components.

Results

Using SuccessMaker software to support student learning, multiple schools have documented gains in student achievement in reading and mathematics, as evidenced by standardized tests and state proficiency exams. For example, 13 schools in New York's District Six were selected to implement the model, based on low performance on the third-grade state-mandated reading test. After implementation, post-test results showed a higher percentage of these third-grade students reaching or exceeding the State Reference Point than third-graders districtwide. In Landisville, Pennsylvania, longitudinal data on over 500 students using the math software, tracked from third to sixth grade, showed the mean percentile of the group rising from the 70th percentile in third grade to the 80th percentile in sixth grade, as measured by the California Achievement Test. The percentage of students in the lowest quartile dropped from 12 percent to 6 percent, and the percentage of students in the top quartile increased from 41 percent to 59 percent. In Fort Worth, Texas, students using the software for one year at three schools with schoolwide Title I projects showed significant gains on the Texas Assessment of Academic Skills (TAAS). The mean gain from 1996 to 1997 for grades four and five was 8.0 Texas Learning Index units. Similar gains were reported for reading.

Additionally, survey results from multiple school sites indicate that students involved in Success-in-the-Making demonstrate an increase in self-esteem and a more positive attitude toward learning.

Implementation Assistance

- ***Project Capacity:*** This model is offered through four regional offices located across the United States (see For More Information below), with 130 consultants providing professional development. Consultants also can prepare district staff to train teachers and support local programs through EdPro certification courses offered several times a year.
- ***Faculty Buy-In:*** Consultants encourage school and district processes that include teachers in selecting the program and making decisions on program options.
- ***Initial Training:*** Orientation and planning activities involving administrators or other leaders take a minimum of one day. Initial training for all teachers and instructional staff involved with the model generally includes three days to introduce content, tools, and basic management system functions; show participants self-help resources; and discuss initial program implementation issues, such as enrollment and scheduling.
- ***Follow-Up Coaching:*** Assistance in generating and interpreting reports is a standard follow-up component. Several days of site support are recommended each year for informal coaching and training. Consultants model new ways to teach — including

multimedia teacher presentations and interactive group activities using technology — and share classroom and laboratory/center management techniques.

- ***Networking:*** Toll free numbers to reach consultants and technical support, e-mail addresses, program newsletters, and events for EdPro "graduates" help educators stay informed. Seminars enable schools to share information. Teachers and administrators also can communicate and collaborate through an educational Web site.
- ***Implementation Review:*** Model guidelines suggest a quarterly review of implementation, including review of summarizing reports. This review is usually conducted with the site administrator or governance group.

Costs

Costs vary depending on the size of the model due to volume discount pricing and the amount of professional development desired. Cost per student in a typical elementary school with computers in the classrooms ranges from $362 to $602 per student for a three-year program (or $121 to $201 per student per year). Lower costs are possible if schools have a computer laboratory, which can serve larger numbers of students for a given number of computers. Release time and budget for substitutes for two to three days of initial training at the beginning of the program and for new teachers in subsequent years also needs to be included.

Student Populations

The program provides instruction for diverse learning needs, including mainstream, gifted, special education, ESL, Spanish-English bilingual, and at-risk populations. Adaptive devices serve students who have difficulty using standard computer equipment.

Special Considerations

Helping administrators and teachers learn new ways of delivering and assessing instruction requires ongoing professional development and site support. Each school is advised to plan for a minimum of 15 days of professional development over a three-year period.

Selected Evaluations

Developer

1997-98 Duval County CCC implementation overview and summary of findings. (1998). Sunnyvale, CA: CCC Research and Measurement Department.

Zanotti, M. (1997). *Fort Worth Title I, 1996-97.* Sunnyvale, CA: CCC Research and Measurement Department.

Zanotti, M. (1998). *Southfield Public Schools evaluation summary August 1997.* Sunnyvale, CA: CCC Research and Measurement Department.

Zanotti, M., & Smith, N. (1995). *Effectiveness of the CCC CAI Program: Philadelphia Parochial Schools global evaluation for 1994-95.* Sunnyvale, CA: CCC Research and Measurement Department.

Outside Researchers

Community School District Six Integrated Technology Reading Support Project: First year evaluation report 1995-96. (1996). New York: Metis Associates.

Integrated Learning Systems: A report of phase II of the pilot evaluation of ILS in the UK. (1996). Coventry, UK: National Council for Educational Technology.

Laub, C. M., & Wildasin, R. L. (1998). *Student achievement in mathematics and the use of computer-based instruction in the Hempfield School District.* Landisville, PA: Hempfield School District.

Second year evaluation report 1996-97. (1998). New York: Metis Associates.

Underwood, J., with Cavendish, S., Dowling, S., Fogelman, K., & Lawson, T (1994). *Integrated learning systems in U.K. Schools: Final report.* Leicester, UK: Leicester University, School of Education.

Sample Sites

Persons interested in contacting these or other sites are asked to contact the appropriate regional office (listed in the next section) to arrange a site visit.

Miami-Dade Public Schools
1444 Biscayne Boulevard
Miami, FL 33132
305-995-7603
Contact: Chris Masters
Demographics: urban; 34% African American, 1% Asian, 49% Hispanic, 15% white; 24% poverty

Mission Consolidated School District
1201 Bryce Drive
Mission, TX 78572
956-580-5500
Contact: Refugio Alejos
Demographics: rural; 96% Hispanic, 4% white; 65% poverty

Philadelphia Parochial Schools
6349 North 2nd Street
Philadelphia, PA 19120
215-276-5540
Contact: Robert Magliano
Demographics: urban; 40% African American, 4% Asian, 1% Native American, 45% white

Dearborn Park Elementary
2820 South Orcas Street
Seattle, WA 98108
206-760-4620
Principal: Evelyn Fairchild
Demographics: urban; 23% African American, 25% Asian, 8% Hispanic, 3% Native American, 41% white

Lagrange Elementary School
1001 North Erie Street
Toledo, OH 43604
419-243-0260
Contact: Gale Walsh
Demographics: urban; 42% African American, 1% Asian, 8% Hispanic, 49% white; 30% poverty

For more information, contact:

- Midwest Office in Chicago (covering IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, WI): 312-466-1500 or 800-433-3236
- Northeast Office in Malvern, PA (covering CT, DE, DC, ME, MD, MA, NH, NJ, NY, PA, RI, VT, VA, WV): 610-647-7800 or 800-846-9637
- Southeast Office in Atlanta (covering AL, FL, GA, KY, LA, MS, NC, SC, TN): 770-393-9080 or 800-456-4077
- Western Office in Irving, TX (covering AK, AZ, AR, CA, CO, HA, ID, MT, NV, NM, OK, OR, TX, UT, WA, WY): 972-915-4240 or 800-772-7177

Computer Curriculum Corporation Corporate Headquarters
1287 Lawrence Station Road
Sunnyvale, CA 94089
Phone: 888-222-4543, Ext. 6256
Fax: 408-745-0285
Web site: www.ccclearn.com

Appendix A

Additional Resources

Additional Resources for Learning About School Reform Models

American Federation of Teachers. (1997). *Building on the best, learning from what works: Four promising schoolwide academic programs.* Washington, DC: Author.

American Federation of Teachers. (1997). *Building on the best, learning from what works: Seven promising reading and English language arts programs.* Washington, DC: Author.

Education Commission of the States. (1997). *A policymakers' guide to education reform.* Denver, CO: Author.

Herman, R. (1999). *An educators' guide to schoolwide reform.* Arlington, VA: Educational Research Service.

Kadel-Taras, S. (1997). *Resources for school improvement.* Greensboro, NC: SERVE.

Kentucky Department of Education. (1997). *Results based practices showcase: 1997-98.* Frankfort, KY: Author.

Lasoff, M., Olson, L., & Sommerfeld, M. (1994, November 2). School reform networks at a glance. *Education Week,* pp. 34-41.

Levinson, L., & Stonehill, R. (1997). *Tried and true: Tested ideas for teaching and learning from the regional educational laboratories.* Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

Planning and Evaluation Service. (1997). *Promising practices in reading and mathematics/Whole school programs.* Unpublished document, U.S. Department of Education.

Slavin, R. E., and Fashola, O. S. (1998). *Show me the evidence: Proven and promising programs for America's schools.* Thousand Oaks, CA: Corwin Press.

Talley, S., & Martinez, D. H. (Eds.). (1998). *Tools for schools: School reform models supported by the National Institute on the Education of At-Risk Students.* Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Institute on the Education of At-Risk Students.

Wang, M. C., Haertel, G. D., & Walberg, H. J. (1997). *What do we know: Widely implemented school improvement programs.* Philadelphia: Laboratory for Student Success.

Appendix B

Components of Comprehensive School Reform Programs

COMPONENTS OF COMPREHENSIVE SCHOOL REFORM PROGRAMS

Funds under this program may only be used for comprehensive school reform programs. A comprehensive school reform program is one that integrates, in a coherent manner, **all** nine of the following components:

(1) **Effective, research-based methods and strategies**: A comprehensive school reform program employs innovative strategies and proven methods for student learning, teaching, and school management that are based on reliable research and effective practices, and have been replicated successfully in schools with diverse characteristics.

(2) **Comprehensive design with aligned components**: The program has a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement, and school management, that aligns the school's curriculum, technology, and professional development into a schoolwide reform plan designed to enable all students — including children from low-income families, children with limited English proficiency, and children with disabilities — to meet challenging State content and performance standards and addresses needs identified through a school needs assessment.

(3) **Professional development**: The program provides high-quality and continuous teacher and staff professional development and training.

(4) **Measurable goals and benchmarks**: A comprehensive school reform program has measurable goals for student performance tied to the State's challenging content and student performance standards, as those standards are implemented, and benchmarks for meeting the goals.

(5) **Support within the school**. The program is supported by school faculty, administrators, and staff.

(6) **Parental and community involvement**: The program provides for the meaningful involvement of parents and the local community in planning and implementing school improvement activities.

(7) **External technical support and assistance**: A comprehensive reform program utilizes high-quality external support and assistance from a comprehensive school reform entity (which may be a university) with experience or expertise in schoolwide reform and improvement.

(8) **Evaluation strategies**: The program includes a plan for the evaluation of the implementation of school reforms and the student results achieved.

(9) **Coordination of resources**: The program identifies how other resources (Federal, State, local, and private) available to the school will be utilized to coordinate services to support and sustain the school reform.

Appendix C

Criteria for Inclusion

1. Evidence of Effectiveness (95 points)

Criterion	*High*	*Medium*	*Low*	*None*	*Points*
1-A. IMPACT ON STUDENT ACADEMIC ACHIEVEMENT (20 points)	extensive improvement in student performance in core academic areas 20 19 18 17 16 15	significant improvement in student performance in core academic areas 14 13 12 11 10 9 8 7	minimal improvement in student performance in core academic areas 6 5 4 3 2 1	no evidence of improvement 0	
1-B. GENERALIZABILITY OF STUDENT ACHIEVEMENT DATA (60 total points)					
• ***Number of Sites Where Achievement Has Improved (15 points)***	multiple schools 15 14 13 12 11	some schools 10 9 8 7 6	few schools 5 4 3 2 1	no improvement demonstrated 0	
• ***Length of Time Improvement Demonstrated at Sites (10 points)***	4 or more years 10 9 8	2-3 years 7 6 5 4	1 year 3 2 1	no improvement demonstrated 0	
• ***Data Sources (10 points)***	multiple measures and multiple perspectives 10 9 8	multiple measures or multiple perspectives 7 6 5 4	single source of data 3 2 1	no data available 0	
• ***Rigor of Evaluation Design (10 points)***	experimental/control group research designs 10 9 8	comparison group designs 7 6 5 4	single site or other designs 3 2 1	no data presented 0	
• ***Source of Evaluations (10 points)***	independent researchers 10 9 8	some evaluations conducted by independent researchers, some by developers 7 6 5 4	developers 3 2 1	no evaluations 0	
• ***Recentness of Evaluations (5 points)***	at least some data gathered within past 5 years 5	at least some data gathered within past 10 years 4 3 2	at least some data gathered within past 20 years 1	no data gathered 0	

1-C. IMPACT ON OTHER AREAS OF STUDENT PERFORMANCE (e.g., attendance, behavior, graduation rate, employability, non-core subjects such as art) (10 points)	major impact on several indicators 10 9 8	major impact on one indicator or minor impact on several indicators 7 6 5 4	minor impact on one area 3 2 1	no impact 0	
1-D. IMPACT ON ADULTS OR INSTITUTIONS (e.g., classroom practice, teacher relations, school governance, parent involvement) (5 points)	major impact on several indicators 5	major impact on one indicator or minor impact on several indicators 4 3 2	minor impact on one area 1	no impact 0	
Threshold some evidence of impact on student academic achievement and either: (a) 40 points from student achievement and generalizability sections (1-A and 1-B), or (b) 45 points from all four sections (1-A through 1-D)				Subtotal for Evidence of Effectiveness:	

2. Extent of Implementation (45 points)

2-A. NUMBER OF COMPREHENSIVE SITES (30 points)	many sites in many states 30 . . . 25 . . . 21	many sites in few states or fewer sites in many states 20 . . . 15 . . . 11	few sites in few states 10 . . . 5 . . . 1	no development beyond pilot sites or no active sites 0	
2-B. VARIETY OF SETTINGS (15 points)	sites have been implemented in a variety of locations (including urban and rural) and serve a variety of student populations (including Title I and LEP students) 15 14 13 12 11	sites are concentrated in (though not exclusive to) particular locations and focus (though not exclusively) on particular student populations 10 9 8 7 6	sites have been implemented in only a single type of location and serve particular student populations 5 4 3 2 1	no development beyond pilot sites or no active sites 0	
Threshold at least 20 points				Subtotal for Degree of Implementation:	

3. Capacity to Provide Training and Support (80 points)

3-A. ORGANIZATIONAL CAPACITY (20 points)	large staff capable of serving all regions of the country 20 19 18 17 16 15	staff capable of serving diverse regions of the country 14 13 12 11 10 9 8 7	small staff capable of serving selected states and districts 6 5 4 3 2 1	no capacity to serve additional sites 0	
3-B. FORMAL WORKSHOPS (30 points)	numerous initial and/or ongoing workshops involving all appropriate staff and administrators 30 . . . 25 . . . 21	Some initial and ongoing workshops involving key staff members 20 . . . 15 . . . 11	minimal formal training 10 . . . 5 . . . 1	no training 0	
3-C. FOLLOW-UP COACHING AND TECHNICAL ASSISTANCE (30 points)	extensive on-site coaching and assistance that addresses implementation issues and classroom practice over at least the first two years 30 . . . 25 . . . 21	on-site coaching and assistance that addresses implementation issues and classroom practice over at least the first year 20 . . . 15 . . . 11	minimal follow-up coaching and technical assistance 10 . . . 5 . . . 1	no follow-up 0	
Threshold at least 40 points				Subtotal for Capacity to Provide Training and Support:	

4. Comprehensiveness (30 points)

4-A. DEGREE TO WHICH MODEL IS DESIGNED TO CONTRIBUTE TO SCHOOLWIDE CHANGE (30 points)	model addresses curriculum and instruction across all grades and subject areas, involves full staff, and has implications for governance, teacher interactions, scheduling, and other aspects of school operations 30 . . . 25 . . . 21	model addresses curriculum and instruction across some grades and subject areas, and/or provides staff with a process for addressing curriculum and instruction, and/or involves all or most staff in school improvement or outreach activities 20 . . . 15 . . . 11	model addresses curriculum and instruction in at least one subject across at least two grades, or involves a small number of staff members in school improvement or outreach activities 10 . . . 5 . . . 1	model addresses one subject in one grade or less 0	
Threshold at least 5 points				Subtotal for Comprehensiveness	
Overall Threshold **at least 120 points**				**TOTAL**	

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Note

The rubric provides a set of criteria to aid lab teams in reviewing models for inclusion in the catalog. All criteria and sub-criteria have been assigned a certain number of points based upon their relative importance in assessing a model's probability of contributing to school reform and improved student learning. To qualify for inclusion, models must meet a minimum score, or threshold, under each of four main criteria (Evidence of Effectiveness, Degree of Implementation, Capacity to Provide Training and Support, and Comprehensiveness). Models also must meet an overall threshold. The point system is intended to add rigor and consistency to the evaluation process, not to replace professional judgment or reduce the discussion of strengths and weaknesses of models to a simple averaging of scores.

Appendix D

Regional Educational Laboratories

REGIONAL EDUCATIONAL LABORATORIES

NORTHEAST AND ISLANDS LABORATORY AT BROWN (LAB)

Executive Director: Dr. Phil Zarlengo
Specialty Area: Language and Cultural Diversity
Region Served: Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, Puerto Rico, and the Virgin Islands
Address: 222 Richmond Street, Suite 300
Providence, RI 02903-4226
Phone: (401) 274-9548
Fax: (401) 421-7650
E-mail: LAB@brown.edu
Internet: http://www.lab.brown.edu

MID-ATLANTIC LABORATORY FOR STUDENT SUCCESS (LSS)

Executive Director: Dr. Margaret C. Wang
Specialty Area: Urban Education
Region Served: Delaware, Maryland, New Jersey, Pennsylvania, and Washington, DC
Address: Temple University/Center for Research in Human Development and Education
933 Ritter Annex, 13th St. and Cecil B. Moore Avenue
Philadelphia, PA 19122
Phone: (215) 204-3030
Fax: (215) 204-5130
E-mail: lss@vm.temple.edu
Internet: http://www.temple.edu/departments/lss

APPALACHIA EDUCATIONAL LABORATORY (AEL)

Executive Director: Dr. Allen Arnold
Specialty Area: Rural Education
Region Served: Kentucky, Tennessee, Virginia, and West Virginia
Address: Post Office Box 1348
Charleston, WV 25325-1348
Phone: (304) 347-0400
Fax: (304) 347-0487
E-mail: aelinfo@ael.org
Internet: http://www.ael.org

SERVE

Executive Director: Dr. John Sanders
Specialty Area: Early Childhood Education
Region Served: Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina
Address: Post Office Box 5367
Greensboro, NC 27435
Phone: (910) 334-3211
Fax: (910) 334-3268
E-mail: info@serve.org
Internet: http://www.serve.org

NORTH CENTRAL REGIONAL EDUCATIONAL LABORATORY (NCREL)

Executive Director: Dr. Gina Burkhardt
Specialty Area: Educational Technology
Region Served: Illinois, Indiana, Iowa, Michigan, Ohio, and Wisconsin
Address: 1900 Spring Road, Suite 300
Oak Brook, IL 60521-1480
Phone: (630) 571-4700
Fax: (630) 571-4716
E-mail: info@ncrel.org
Internet: http://www.ncrel.org

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY (SEDL)

Executive Director: Dr. Wesley A. Hoover
Specialty Area: Language and Cultural Diversity
Region Served: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas
Address: 211 East Seventh Street
Austin, TX 78701-3281
Phone: (512) 476-6861
Fax: (512) 476-2286
E-mail: jpollard@sedl.org
Internet: http://www.sedl.org

MID-CONTINENT REGIONAL EDUCATIONAL LABORATORY (McREL)

Executive Director: Dr. J. Timothy Waters
Specialty Area: Curriculum, Learning, and Instruction
Region Served: Colorado, Kansas, Missouri, Nebraska, North Dakota, and Wyoming
Address: 2550 South Parker Road, Suite 500
Aurora, CO 80014-1678
Phone: (303) 337-0990
Fax: (303) 337-3005
E-mail: info@mcrel.org
Internet: http://www.mcrel.org

WEST ED

Executive Director: Dr. Glen Harvey
Specialty Area: Assessment and Accountability
Region Served: Arizona, California, Nevada, and Utah
Address: 730 Harrison Street
San Francisco, CA 94107-1242
Phone: (415) 565-3000
Fax: (415) 565-3012
E-mail: tross@wested.org
Internet: http://www.wested.org

NORTHWEST REGIONAL EDUCATIONAL LABORATORY (NWREL)

Executive Director/CEO: Dr. Ethel Simon-McWilliams
Specialty Area: School Change Processes
Region Served: Alaska, Idaho, Montana, Oregon, and Washington
Address: 101 S.W. Main Street, Suite 500
Portland, OR 97204-3297
Phone: (503) 275-9500
Fax: (503) 275-0448
E-mail: info@nwrel.org
Internet: http://www.nwrel.org

PACIFIC RESOURCES FOR EDUCATION AND LEARNING (PREL)

Executive Director: Dr. John W. Kofel
Specialty Area: Language and Cultural Diversity
Region Served: American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, and the Republic of Palau
Address: 828 Fort Street Mall, Suite 500
Honolulu, HI 96813-4321
Phone: (808) 533-6000
Fax: (808) 533-7599
E-mail: askprel@prel.hawaii.edu
Internet: http://www.prel-oahu-1.prel.hawaii.ed